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ABSTRACT

This 16-unit text is an instructor guide and student workbook in one text to accompany a videotape for intermediate and advanced English-as-a-Second-Language students, focusing on some of the different functions and idiomatic uses of the English language. Goals are to bridge the gap between classroom English and real-life English and to improve listening and oral skills by providing examples of natural, idiomatic English spoken at normal speed with all the reductions, hesitations, interruptions, body language, and paralinguistic expressions commonly used. Using vignettes in the videotape and text in the workbook, each conversation centers around one language function, such as complaining, apologizing, and giving instructions. Each vignette includes situation description, glossary of functional language phrases, cultural notes, teaching suggestions, and questions. All vignettes are improvisations by acting students experienced in improvisation; they illustrate use of ordinary, everyday Canadian English. Vignettes include stereotyped or exaggerated characterizations of people and their roles to encourage teacher and student discussion practice. Each unit also includes vocabulary, comprehension, and practice questions. A transcript of the videotape and answer key are included in the workbook. (Contains nine references.) (NAV) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

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What Do People Really Say?

An Instructor's Guide and Student Workbook to Accompany the Video

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WHAT DO PEOPLE REALLY SAY?

An Instructor's Guide and Student Workbook to Accompany the Video

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VANCOUVER COMMUNITY COLLEGE PRESS
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WHAT DO PEOPLE REALLY SAY?
An Instructor's Guide and Student Workbook to Accompany the Video

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— Helen Cunningham
Nina Kozakiewicz

INTRODUCTION

This book is a guide to a videotape which consists of seventeen short vignettes set in a variety of situations illustrating some of the different functions for which we use language. The tape is intended for intermediate and advanced English as a Second Language students. Within this range, the conversations vary in difficulty, but they do not appear on the tape in any particular order. Since the grammatical structures, rate of speech and vocabulary are not controlled in any way, the language is quite hard to understand and students may need to listen to each conversation two or three times. However, all the conversations are very short, one to two minutes in length.

A common complaint of E.S.L. students is that they have no problems understanding the English spoken in the classroom, but that they have great difficulty comprehending fast, idiomatic English outside the classroom. This video was designed to bridge the gap between classroom English and the authentic language they encounter at work and in the community. Its aim is to improve listening and oral skills by providing samples of natural, idiomatic English spoken at normal speed with all the reductions, hesitations, interruptions, body language and paralinguistic expressions we use in everyday conversations.

The approach we followed was to build each videotaped conversation around one **language function** such as complaining, apologizing, or giving instructions. There were three reasons for this approach.

First, it keeps each conversation to a short, manageable length. Of course, in real life, even a very short conversation may express several different language functions, but we have tried to depict situations which are primarily models of one or two functions.

Secondly, research on how people improve their listening skills in a second language (see Richards, Bibliography) stresses the importance of "scripts" or the patterns and phrases common to typical encounters. In their native language, speakers know hundreds of familiar scripts, ranging from what is generally said when old friends meet to what people typically say when making an appointment. This means that they can often predict what will be said in common situations and listen with half an ear to get the gist of it and maintain the conversation. Focusing on **language functions** and thereby on the **purpose** of the conversation trains E.S.L. learners to do the same thing in English, that is, to identify the **setting** and **purpose** of the conversation and predict what will be said. This allows learners to relax and listen for the **functional language expressions** and **key stressed words** that carry most of the meaning of the conversation, without having to worry about understanding every single word.

Finally, the short vignettes, because they are built around one language function and use many examples of appropriate functional language, provide excellent models for developing oral skills through role plays. Nearly every unit contains teaching suggestions on how to use the videotaped conversations as a starting point for a variety of oral activities.

All the vignettes are **improvisations**. The actors, former students of the Theatre Department at Langara Campus of Vancouver Community College, are all very experienced in improvising. They were provided with a rough scenario of each situation and a beginning and end point for the action. They were also shown samples of the types of expressions that might be used in such a situation, but told that they should use the language that they would ordinarily use in that situation. In this way, we hoped to elicit ordinary Canadian English, although within a fairly structured framework.

One drawback of improvisations is that they may lead to stereotyped or exaggerated characterizations of people or roles. This has happened in several of the vignettes on the videotape. Instructors are encouraged to use these stereotypes as the basis for class discussions. In some cases we have tried to raise students' awareness of the stereotypes by referring to them in the COMPREHENSION QUESTIONS and TEACHING SUGGESTIONS.

This book is divided into sixteen units. Each unit provides information about one vignette. It includes a description of the SITUATION, a glossary of the FUNCTIONAL LANGUAGE phrases used by the speaker, brief CULTURAL NOTES, TEACHING SUGGESTIONS, two sets of COMPREHENSION QUESTIONS, a set of ADDITIONAL QUESTIONS dealing with such topics as conversational strategies and nonverbal communication, and two exercises. EXERCISE ONE is a vocabulary cloze of the conversation and EXERCISE TWO involves practice with the functional language used in the conversation. At the end of the book, there is a section containing TRANSCRIPTS of all conversations and ANSWER KEYS for the exercises.

We hope that instructors can use this videotape and book to help their students improve their listening and speaking skills by developing strategies for coping with real English. Instructors should use the videotape in the way they feel most comfortable. However, we have included a section on suggested procedures for using the videotape (see page 3).

We also hope that students working alone at home or in a library can use the videotape. We have, therefore, included a section on page 6 with suggestions for E.S.L. learners using the videotape without an instructor.

SUGGESTED PROCEDURES FOR INSTRUCTORS

Each of the 16 units is divided into the following sections:

- SITUATION
- FUNCTIONAL LANGUAGE
- CULTURAL NOTES
- TEACHING SUGGESTIONS
- COMPREHENSION QUESTIONS - FIRST VIEWING *(getting the main idea)*
- COMPREHENSION QUESTIONS - SECOND VIEWING *(listening for details)*
- ADDITIONAL QUESTIONS
- EXERCISE ONE
- EXERCISE TWO

The first four sections are directed primarily towards the instructor or the student working alone. The remaining sections are student activities to be done before, during and after using the videotape.

Instructors are encouraged to develop individual methods with which they feel comfortable. However, here is an outline of procedures for using the tape and book which have been field-tested and work well.

(Some of the TEACHING SUGGESTIONS include telephone listening exercises, which suggest students call certain government offices in Vancouver or British Columbia. If you are using this book in another area, you will want to substitute other telephone numbers appropriate for your area.)

BEFORE STUDENTS WATCH THE VIDEOTAPE

1. Preview the videotape conversation you are going to use and read the accompanying unit in this guide. Make a note of the counter number on the VCR for the beginning of the unit. Try to have a remote control for your VCR with a search feature so that you can easily locate and replay individual utterances.

2. Decide whether or not you are going to describe the SITUATION to the students before they watch the vignette. There are three options, each with different advantages:

   a) Describe the SITUATION before the first viewing. In this case you are providing a context or schema for the students which may help them understand more of the conversation. In real life we generally know the situation we are in!

   OR

   b) Do not tell students about the situation they are going to see. This creates a challenge or game as students compete with each other to identify the situation, the relationship between the speakers and the purpose of the conversation (all of which are the questions asked in *COMPREHENSION QUESTIONS* -

FIRST VIEWING). To grasp the main ideas, students need only focus on the key stressed words and need not worry about understanding every word.

OR

c) First show the conversation with the sound turned off. Ask students to make guesses about the situation, the roles and relationship of the speakers and what they are talking about. This focuses their attention on the nonverbal communication. When they view the vignette, they can then confirm their predictions.

3. Have students read the COMPREHENSION QUESTIONS - FIRST VIEWING so that they will have a task to focus on while they are watching and listening.

VIEWING THE VIDEOTAPE

1. Show the videotaped conversation straight through without stopping.
2. Have students work in pairs or groups to try to answer the COMPREHENSION QUESTIONS - FIRST VIEWING. They don't have to write down their answers in detail. Then as a class compare the answers. As instructor, you should **not** at this point tell them whether or not their answers are correct, unless most students have most answers correct. In that case you can proceed with Step 5 below.
3. Rewind the tape and replay the conversation if necessary.
4. As a class decide which answers were correct. By this time most students should have understood the main idea or gist of the conversation.
5. Have students read COMPREHENSION QUESTIONS - SECOND VIEWING and repeat the procedures used above.
6. Have students turn to the section entitled FUNCTIONAL LANGUAGE. Discuss this vocabulary with them. Give examples of how you would use it and point out the levels of formality and politeness of the various expressions.
7. Replay the tape, stopping it whenever necessary, so that students can listen for the use of the FUNCTIONAL LANGUAGE.
8. Do the ADDITIONAL QUESTIONS. These are more difficult than the COMPREHENSION QUESTIONS. They generally focus on the use of the functional language, on conversation strategies, on the nonverbal communication or on aspects of social relationships in Canadian culture. They are often intended to stimulate classroom discussion. If your class has sufficient language skills, have them work alone, in groups, or as a class to answer them.

9. Do EXERCISE ONE. This is always a cloze (fill-in-the-blanks) of the transcript for the whole conversation. Replay the conversation two or three sentences at a time, allowing students time to write down the missing words. Use this exercise to focus on the reductions, linking, stress and intonation that characterize colloquial English. Then divide students into pairs and have pairs act out the conversation.

AFTER VIEWING THE VIDEOTAPE

1. Do EXERCISE TWO. This is usually an activity that gives structured practice in using the newly learned functional language and/or the conversation strategies that shaped the conversation. In most units it is best done orally and then as a written exercise, since oral follow-up is an integral part of the purpose of the videotape. Occasionally EXERCISE TWO is a homework listening assignment. Depending upon the time available, you may want to reverse the order of EXERCISE ONE and EXERCISE TWO, or omit EXERCISE ONE.

2. Finally, try out the activity/activities described in the TEACHING SUGGESTIONS. These are usually oral activities designed to increase student fluency in maintaining real-life conversations by using the language and conversation strategies presented on the videotape. Some are, however, designed to improve listening strategies. Often the TEACHING SUGGESTION is related to the activity in EXERCISE TWO so, before doing either one, be sure to check to see if that is the case.

SUGGESTIONS FOR STUDENTS USING THE VIDEOTAPE ALONE

If you are a student using the videotape without an instructor, here are some guidelines that may help you.

1. Listen to the Videotaped Introduction and read along with it in the book (see page 7) so that you understand what the tape is trying to teach.
2. Look at the TABLE OF CONTENTS and choose a unit.
3. Turn to the unit in the book and, **before** you watch the conversation on the tape, read the following sections:
   i) SITUATION
   ii) FUNCTIONAL LANGUAGE
   iii) CULTURAL NOTES
   iv) COMPREHENSION QUESTIONS - FIRST VIEWING
4. Listen to the whole conversation. Relax and just try to understand the main ideas.
5. Answer the COMPREHENSION QUESTIONS - FIRST VIEWING *(getting the main idea)*.
6. Read the COMPREHENSION QUESTIONS - SECOND VIEWING *(listening for details)*.
7. Listen to the tape again, as many times as necessary. You can listen section by section, until you can answer all the COMPREHENSION QUESTIONS.
8. Look again at the FUNCTIONAL LANGUAGE for the unit. Play the tape again listening for the FUNCTIONAL LANGUAGE.
9. Do the ADDITIONAL QUESTIONS.
10. Do EXERCISES ONE and TWO. If possible, do EXERCISE TWO with a friend.
11. Check the ANSWER KEYS (beginning on page 135) and TRANSCRIPTS (beginning on page 119) at the back of the book to correct your answers.
12. Listen to the conversation a final time while reading the TRANSCRIPT in the section at the back of the book.

DO NOT READ THE **TRANSCRIPT** UNTIL AFTER YOU HAVE LISTENED AND TRIED TO UNDERSTAND THE CONVERSATION ON YOUR OWN.

VIDEOTAPED INTRODUCTION

On this tape you will hear seventeen short conversations. They take place in a lot of different situations and they show the many different purposes for which we use language, for example, to ask for help, to give advice, to complain, to give instructions, or just to be friendly.

After most of the conversations, but not all of them, you will be asked a question which will help you focus on the important language in that situation.

Because the speakers speak quite fast, you will probably have to listen to each conversation several times. The first time you listen, just relax and try and understand as much as possible. The second or third time you hear the conversation, you can pay attention to the special words and idioms that are used in that situation.

Unit 1 | SMALL TALK: OLD FRIENDS

SITUATION

Two old friends bump into each other and have a short conversation. They talk about the usual things that old friends talk about when they meet by chance. They end the conversation by making vague promises to get together.

FUNCTIONAL LANGUAGE

SMALL TALK

LANGUAGE USED ON VIDEOTAPE

Long time no see.
Are you still working for .....?
How's your sister?
Do you see anything of .....?

OTHER EXPRESSIONS

I haven't seen you for ages.
How have you been?
How's your ..... going?
..... doing?
Are you still .....?

LEAVE TAKING

LANGUAGE USED ON VIDEOTAPE

So, hey, we should go out sometime.
We should get together for a beer and maybe go see a game or something.
Come by .....
Give me a call or drop in.
See you later.

OTHER EXPRESSIONS

I have to run.
I'd better go now.
See you soon.
Take care.
Take it easy.
Keep in touch.
Don't work too hard.
It was nice seeing you.
It was nice talking to you.

CULTURAL NOTES

Topics common to SMALL TALK between old friends are work, family, mutual friends, the weather, and mutual interests.

People generally make a definite date if they are really planning to get together. A 'call me' type of remark means you really do like the person, and if you had a lot of time you would get together. But it is often just a polite way of closing a conversation.

TEACHING SUGGESTION

Role Play

All students stand up and move around the classroom. At a signal from the instructor, students stop moving and choose the nearest person as a partner. In pairs and without preparation, the students pretend they are old friends who have met by chance and role play an appropriate conversation, using expressions, gestures, etc. from the videotaped vignette.

In response to a signal from the instructor, all the pairs end their conversations, using appropriate closers. They then choose another partner and repeat the process.

All the role plays occur simultaneously, and while they are taking place, the instructor moves around the room as unobtrusively as possible and monitors the conversations. Finally, the instructor may ask one pair to re-enact their role play for the class, or may comment on the appropriateness and inappropriateness of the conversations overheard.

This procedure for unrehearsed role plays can be repeated for many of the units.

COMPREHENSION QUESTIONS

FIRST VIEWING (getting the main idea)

1. The men talk about the following topics:

   a.

   b.

   c.

SECOND VIEWING (listening for details)

1. What does the man say that means "I haven't seen you for a long time?"

2. What jobs do the two men have?

3. What has the man's sister just done?

4. Why do the men laugh when they are talking about Dave?

5. What are they going to get together and do sometime?

ADDITIONAL QUESTIONS

1. Do you think they will really get together? Why or why not?

2. What do the men's clothes and actions tell you about them? What kind of job do you think each man will have in ten years?

3. At one point the man in the red shirt looks very uncomfortable because he has run out of things to say. What does he do that shows he is uncomfortable?

4. Does Bill react when Al says he is driving an Audi? How do you think Bill feels at this point?

Check the ANSWER KEY on page 135.

EXERCISE ONE

Listen to the videotape again and, as you listen, fill in the missing words.

Al: Bill!

Bill: Hey, Al, how are you?

Al: Not too bad, and _____?

Bill: Oh, I'm _____ really great. _____ time _____ see eh!

Al: Yeah, it's been awhile, hasn't it?

Bill: Yeah, I guess so. Hey, are you _____ working for CKVU?

Al: Yeah, I _____ am. Yeah, it's a ... it's a .... it's a long climb up the _____ but ...

Bill: But it'll be a _____ job though.

Al: Oh, yeah, it'll be worthwhile in the end.

Bill: Yeah ..., so I'm still working for Esso ... I'm _____ the place though now.

Al: Yeah, _____ what I _____. Somebody, I can't remember who ... _____ was telling me.

Bill: Oh, _____ , who knows, it could have been anybody I _____. Uh, so ... so how's your sister?

Al: Good, good. She just _____ from Langara, Nursing Department.

Bill: Oh that's ... She'll ... there's lots of _____ about, I _____.

Al: Yeah, yeah. She's got a job _____ _____ already.

Bill: Oh, good _____! Eh, do you ... do you _____ see anything of Dave?

Al: No, I _____ seen him in two years probably.

Bill: Well, it's been _____ that long for me, but I've heard, like, that he's _____ almost all of his _____ now ... too much, eh?

Al: That _____ guy, I don't know, you know.

Bill: _____ hey, we should go out _____.

Al: Yeah, we should. We should _____ _____ for a _____, maybe go see a _____ or something.

Bill: Yeah, right. _____ _____ the station. It's at 41st.

Al: 41st and Granville _____?

Bill: _____.

Al: Okay, I will.

Bill: _____ are you driving?

Al: Oh, I got my _____.

Bill: Oh, great.

Al: Yeah, I haven't even got my _____ I've got ... I've ... you give me a _____.

Bill: I will.

Al: _____ in!

Bill: Will _____.

Al: Okay!

Bill: Okay!

Al: Well, see _____ later.

Bill: Yeah, see you later.

Check the TRANSCRIPT on page 119 and in pairs act out the conversation.

EXERCISE TWO

Fill in the blanks to make up your own conversation between two old friends who have just met. Refer to the FUNCTIONAL LANGUAGE on page 9.

A: Hi, Bob. _____.

B: Yes, it's been ages.

A: Nice to see you. _____?

B: Yes, I still play tennis once a week.

A: Oh, good for you. I stopped when I hurt my knee. Say,

_____?

B: Oh, she's fine. We're having a baby.

A: That's nice, that's nice. _____

_____?

B: Yeah, I've been working there five years now.

_____?

A: I just started my own business. A printing shop. Hey,

_____.

B: Yes, we **should** get together. I'll give you a call.

A: Good. Well, _____.

B: Yes, me too. My wife's waiting for me.

A: _____.

Check the ANSWER KEY on page 135 for a sample conversation.

Units 2A & 2B

SMALL TALK: STRANGERS

SITUATION

A young man and a young woman are in a cafeteria. The man asks if he can share the woman's table and she agrees.

In the first vignette, the man tries to start a conversation, but the woman is not interested in talking.

In the second vignette, there is the same situation. However, the woman is interested in talking to the man, and so a conversation follows which is typical of small talk between people who have just met.

FUNCTIONAL LANGUAGE

SMALL TALK

LANGUAGE USED ON VIDEOTAPE

Interest	*Body Language:*
Oh, yeah.	
Mm huh.	- Eye contact
Yeah, right.	- Body turned to face speaker
Hmmm.	
You know.	- Nods of the head
Mmm.	- Smiles
Oh, well.	
Oh.	
Umm.	
Lack of interest	*Body Language:*
Uh huh.	- No eye contact
Mm huh.	- Body turned away from speaker

OTHER EXPRESSIONS

Really?
That's interesting.
Is that so?
That's good.
Wow.
Uhm?

CULTURAL NOTES

These conversations provide an excellent example of the body language used to indicate interest or lack of interest in continuing a conversation with a stranger. In the first conversation the woman shows her lack of interest by giving only short yes/no answers to the man's questions. The second conversation is just a friendly conversation. The man is not trying to 'pick up' the young woman. In this culture, if she wishes to be friendly, the eye contact is totally appropriate.

Both speakers are slightly embarrassed as they are not quite sure what to talk about. The topics they discuss are typical of such conversations, e.g. the surroundings, their reasons for being there, an attempt to find a common interest.

In the second conversation, note the strategies used to keep the conversation going. Generally we:

a) answer another person's question
b) volunteer some additional information
c) ask a question of our own

TEACHING SUGGESTION

Role Play

Have all the students stand up and move around the classroom. At a signal from the instructor, students choose the nearest person as a partner. In pairs and without preparation, the students pretend they are strangers who have met by chance. They can choose from a range of situations listed on the blackboard (see below). One member of the pair wants to talk but the other one doesn't. They role play a conversation similar to the one on the videotape.

In response to a signal from the instructor, all students choose another partner and situation. This time both students are eager to talk to each other. They role play an appropriate conversation, using expressions, gestures, etc. from the videotaped vignette.

All the role plays occur simultaneously, and while they are taking place, the instructor moves around the room as unobtrusively as possible and monitors the conversations. Finally, the instructor may ask one pair to re-enact their role play for the class, or may comment on the appropriateness and inappropriateness of the conversations overheard.

Role Play Situations:

- at a bus-stop
- at a doctor's office
- in a grocery store line-up
- at a soccer game
- at the hair salon
- in a bank line-up
- on an airplane or in an airport
- on a park bench
- on a chair lift
- at a concert or play

COMPREHENSION QUESTIONS

2A. FIRST VIEWING (getting the main idea)

1. Do they know each other?

2. Does the man want to talk to the woman?

3. Does she want to talk to him?

2A. SECOND VIEWING (listening for details)

1. What does the young man say when he wants to sit down?

2. What does the young woman do to **show** that she doesn't want to talk to him?

   a.

   b.

3. How do you know that he understands she doesn't want to talk? What does he do?

2B. FIRST VIEWING (getting the main idea)

1. Do they know each other?

2. Does the man want to talk to the woman?

3. Does she want to talk to him?

22

4. Where are they?

2B. SECOND VIEWING (listening for details)

1. What have they both just done?

2. What do they talk about?

   a.

   b.

   c.

3. How does the woman end the conversation?

4. How is her body language in this conversation different from that in the first conversation?

5. What does she do to encourage the man to keep talking?

   a.

   b.

   c.

ADDITIONAL QUESTIONS

1. Considering that he is a stranger, how appropriate is it, in this culture, for the woman to talk to the man?

2. Do you think the man is trying to 'pick up' the woman? Is there anything in his conversation or in his body language that suggests he is?

Check the ANSWER KEY on page 136.

EXERCISE ONE

Listen to the videotape again and, as you listen, fill in the missing words.

A.

Man: Excuse me, _____ I sit here?

Woman: Sure.

Man: Thank you! Pretty _____ today.

Woman: _____ _____.

Man: Do you _____ here?

Woman: Mm huh.

Man: What do you study?

Woman: _____.

B.

Man: Hi, is it _____ _____ if I sit here?

Woman: Mm ... _____.

Man: Thanks ... Pretty busy today, huh?

Woman: Oh, yeah, it was wild!

Man: Yeah, I don't think I've _____ _____ like that for ... for ages.

Woman: Yeah.

Man: PNE or something _____ _____.

Woman: Mm huh ... I _____ there for about an _____ and a half.

Man: Really?

Woman: Mm huh.

Man: What are you _____?

Woman: Mmm, English.

Man: Mmmm.

Woman: How _____ you?

Man: Math.

Woman: Oh!

Man: And one Science course.

Woman: So ... is it a heavy _____?

Man: Probably, but ... you know ... that's the way it goes.

Woman: Yeah, right.

Man: Is this the first time you've studied here?

Woman: Yeah, yeah, it seems really _____, you know.

Man: Yeah, it's more crowded than _____ year. I was here last year, too, and it was nowhere near this bad but ...

Woman: Hm.

Man: You know, it goes like ...

Woman: Yeah, _____.

Man: More people all the time. My _____'s kind of cold.

Woman: Yeah, mine is too. It's really quite gross.

Man: Yeah ... think they'd get _____ food.

Woman: Oh, well, maybe tomorrow. So, umm. I _____ I'd better get to class.

Man: _____ ... yeah.

Woman: Maybe, I'll see you _____.

Man: All right.

Woman: Okay. Well, good luck!

Man: Nice _____ you!

Woman: Nice meeting you! ... Bye.

Man: Bye.

Check the TRANSCRIPT on page 120 and in pairs act out the conversation.

EXERCISE TWO

Two women are in a community centre waiting for their children. Complete the conversation and keep in mind that they want to talk to each other. Remember strangers usually talk about:

a) their reasons for being there
b) the surroundings
c) any common interests they can find

In order to keep a conversation going, you have to:

a) answer the question
b) volunteer (give) some additional information
c) ask a question of your own

Maria: Do you come here often?

Susan: Yes. _____
(Give some information. Ask a question.)

_____?

Maria: Yes. _____
(Give some information. Ask a question.)

_____?

Susan: Yes. _____.

This is a lovely community centre, isn't it?

Maria: Yes, it is _____
(Give some information. Ask a question.)

_____?

Susan: _____Oh,

here are my kids. See you next time.

(No ANSWER KEY is given.)

Unit 3 SMALL TALK: A SOCIAL EVENT

SITUATION

This is an awkward conversation which takes place between two strangers at a wedding.

FUNCTIONAL LANGUAGE

INTRODUCING ONESELF

LANGUAGE USED ON VIDEOTAPE

Hello, my name's ...
Hi, I'm ...
Nice to meet you! Nice to meet you, too.

OTHER EXPRESSIONS

I don't believe we've met. I'm ...
Let me introduce myself. I'm ...

CONCLUDING A CONVERSATION

LANGUAGE USED ON VIDEOTAPE

Oh, there's my boyfriend. I think I'll ...
I think I'll go ...
It was nice meeting you.
See you later.

OTHER EXPRESSIONS

If you'll excuse me, I should say hello to ... speak to ...
I guess I'd better be going.
I hope we'll see one another again.
It's been nice talking to you but ...
Excuse me. I really should leave.

CULTURAL NOTES

Small talk at social gatherings often follows the pattern that this conversation did. People introduce themselves and then talk about the event which has brought them together and the immediate surroundings, in this case, the hall and the food. Other common topics are the weather and a third person known to them both, such as the hostess at a party or the bride or groom at a wedding.

It is also customary when concluding a conversation with a stranger to give a reason, as both these women did, and to express pleasure at having met. Notice that the woman in pink excuses herself to get another glass of wine when she's still holding a full glass but the other woman doesn't even realize it. This is probably just the result of the usual embarrassment that people feel when they have run out of things to say to a stranger.

TEACHING SUGGESTIONS

Role Play/Listening Activity

Even advanced students have a hard time picking out the **key words** in a conversation, which is necessary in order to identify the topic, purpose of the conversation, relationship between the speakers and, in some cases, the setting. Because of the stress patterns in spoken English, the key words are also the most highly stressed words in the sentence, and so students can easily be trained to listen for them. Once they have identified the key words, students find it easier to predict the direction of the conversation and thus to understand it.

Remind students that the common topics of conversation in small talk are usually the weather, the surroundings, and the speakers' reasons for being there. After that, people usually move on to try to find an area of common interest such as sports, children, or current events.

Divide students into pairs. Hand out one role play card to each pair. Have them prepare a conversation and perform it in front of the class. The rest of the class fills in a form like the one below, indicating where the people are (the setting), the relationship between the speakers, and what topics they have discussed. Encourage them to listen for the key words used by the speakers.

Role Play Situations

1. You are both in Stanley Park on a warm autumn day. One of you comes here regularly and the other is a tourist.
2. You are on a bus going to Victoria. One of you is going to visit a friend who lives in Victoria and the other is a tourist.
3. You are both waiting in a dentist's reception room. The dentist is behind schedule. Both of you have been coming to this same dentist for years but he has just moved his practice to a new building.
4. You have just had dinner in the restaurant at the top of Grouse Mountain and you are in the line-up waiting for the gondola to go down the mountain.
5. You are in a plane sitting beside a stranger. Talk about the food, the flight, where you are going and why.
6. Everything in the store is on sale and you are in a long line-up to pay the cashier. Start a conversation with the person behind you.
7. Both of you are in a line-up to buy tickets for a rock concert. It's a very popular group and you don't know if all the tickets will be gone by the time you get to the head of the line.
8. You are at your spouse's office party. You don't know anyone. Start a conversation with the stranger beside you.
9. This is a family dinner. One of you is a family member (e.g. grandmother) and the other is dating a member of the family (e.g. grandson).
10. You have just moved into the neighbourhood and you are in your backyard. Start a conversation with your neighbour who is in his backyard.

(continued. . .)

(Teaching Suggestions. . .)

SAMPLE STUDENT FORM

Listen for:

- **the place** _____
- **the relationship between the speakers** _____
- **the topics** a) _____
  b) _____
  c) _____

Listen for:

- **the place** _____
- **the relationship between the speakers** _____
- **the topics** a) _____
  b) _____
  c) _____

Listen for:

- **the place** _____
- **the relationship between the speakers** _____
- **the topics** a) _____
  b) _____
  c) _____

Additional Activity

Use EXERCISE TWO on page 28 as an oral activity.

Have the students work in pairs. One student makes the greeting. The other student decides who the speaker is greeting (e.g. the relationship).

In this and in many of the following units EXERCISE TWO can be used as an oral classroom activity.

COMPREHENSION QUESTIONS

FIRST VIEWING (getting the main idea)

1. Where are they? What's the occasion?

2. Have they ever met before?

SECOND VIEWING (listening for details)

1. What subjects do they talk about?
   a.
   b.
   c.
   d.
2. Why can't the tall woman eat ham?

3. How does their behaviour show they are feeling uncomfortable?

4. What excuses do they give for ending the conversation?
   a.
   b.

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ADDITIONAL QUESTIONS

1. Why do they end the conversation? (Give the real reason.)

2. The woman says, "There's my boyfriend. I think I'll go over there," which seems a little rude. List three other polite expressions she might have used to say the same thing.

   a.

   b.

   c.

3. Here is one way that people often start a conversation. "I know you from somewhere. Haven't we met somewhere before?" How would you respond to this question? How would you respond to this question if you didn't recognize the person?

Check the ANSWER KEY on page 137.

EXERCISE ONE

Listen to the videotape again and, as you listen, fill in the missing words.

Sally: Hi!

Jane: Oh, hello. My name is Jane Watson.

Sally: Hi, I'm Sally Ruthers.

Jane: Hi! _____ to meet you!

Sally: Nice to meet you too. You a friend of the bride or the _____?

Jane: Yes, Judy is my best friend.

Sally: Oh. I'm ... mmm ... I'm the groom's _____ man's girlfriend.

Jane: Oh!

Sally: It's a nice place.

Jane: Yeah, Yeah.

Sally: I've never been to this _____ before.

Jane: Oh, I have. I've been to a few _____ here.

Sally: Have you?

Jane: Yeah.

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Sally: Oh. That's weird.

Jane: Yeah.

Sally: Nice bridesmaids' _____, don't you think?

Jane: Oh, weren't they pretty.

Sally: They were really nice, yeah.

Jane: Just ... just like _____ of a fairy tale or something.

Sally: The _____ look really good.

Jane: Yeah.

Sally: Have you had any of these?

Jane: Oh, I had a _____ and _____ earlier.

Sally: Was it good?

Jane: Oh, yeah, it was. It was pretty good.

Sally: I can't eat ham. I'm _____ to it.

Jane: Oh!

Sally: Yeah, but the egg _____ good. Oh ... oh, there's my boyfriend. I think I'll go over there.

Jane: Oh.

Sally: It was nice _____ you.

Jane: Oh, yes, you too.

Sally: See you later.

Jane: I think I'll go and get _____ drink.

Sally: Okay.

Jane: Bye.

Check the TRANSCRIPT on page 121 and in pairs act out the conversation.

EXERCISE TWO

*If a person **opens** a conversation with one of these expressions, decide how well the two people know each other. Choose from the following:*

- *strangers*
- *casual acquaintances*
- *family*
- *close friends*

1. Let me introduce myself.	1. _____
2. Hi, how have you been, you old so and so.	2. a) _____ b) _____
3. Long time, no see.	3. _____
4. Hi, Bob. Nice to see you.	4. _____
5. Hello. How are you?	5. a) _____ b) _____
6. Haven't we met somewhere before?	6. _____
7. Hi, _____. How was your day?	7. _____ _____
8. Do you come here very often?	8. _____
9. Hang out here much?	9. _____
10. Hi, dear.	10. a) _____ b) _____
11. It's taking ages, isn't it?	11. _____
12. Hello. I don't believe we've met.	12. _____
13. Good morning, Dr. _____.	13. _____
14. Hi, _____. What's new?	14. a) _____ b) _____

Check the ANSWER KEY on page 137.

Unit 4 INSTRUCTIONS, CLARIFICATIONS

SITUATION

A restaurant manager is showing a new employee how to use the restaurant's microwave oven. The employee has never used one before. The manager gives careful instructions on how to cook a baked potato. Both the manager and the employee ask a lot of clarifying questions to make sure the procedure is clear.

FUNCTIONAL LANGUAGE

GIVING AND GETTING INSTRUCTIONS

LANGUAGE USED ON VIDEOTAPE

First of all, you ...
You want to ...
You ... and then ...
Then what?
I understand.
Okay.
I'm following you.
Now you try.
That's right.
Next, you ...
If you ..., you just ...
There, you see?
Then simply, just ...
Mm huh.
Yes, I see.
That's it.
Correct.
You got it.
If you don't ..., it'll ... *(Explanations for why a certain procedure must be followed are generally given in real conditionals.)*

OTHER EXPRESSIONS

The first thing you do is ...
Remember to ...
Don't forget to ...
After you've done that, you ...
Be sure to ...
What do I do next?

CLARIFYING/GETTING CLARIFICATION

LANGUAGE USED ON VIDEOTAPE

You follow me?
Are you with me?
I didn't catch that.
How did you get that?
To stop it what?
I'm following you.
Do you understand?
Not bad, is it?
Sorry, can you say that again?
Let me get this right.
I'm clear about that.

OTHER EXPRESSIONS

Is that clear?
Are you with me?
Huh?
Let me see if I understand.
(Followed by repetition of the instructions.)
Have you got that?
Would you mind repeating that?

CULTURAL NOTES

When instructions are being given, it is not simply a case of using the imperative and phrases such as "First", "Then ...", etc. The person giving instructions continually checks that the other person can understand the instructions. At the same time, the person receiving instructions constantly gives verbal and non-verbal feedback that he/she is following the instructions and asks for clarifications when they are not clear. In a job situation, not asking for clarification when something is unclear can create major problems.

TEACHING SUGGESTIONS

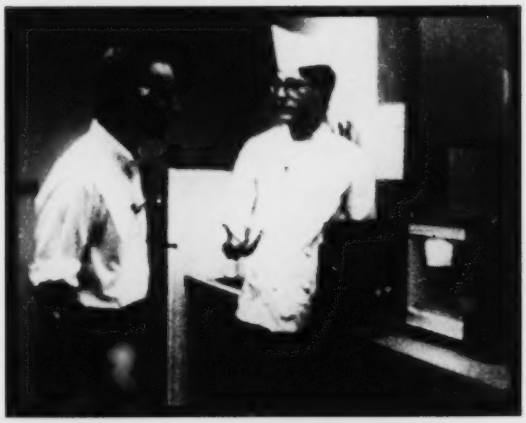
Oral Presentations

Ask each student to teach the class how to do something (play a game, cook something, make something). Preferably it should be a skill that the student knows how to do well but the rest of the class doesn't. Explain that the speaker must give step-by-step instructions and must continually check to see that the rest of the class understands. Emphasize that the class has a responsibility to tell the speaker when they don't understand, and to ask clarifying questions. The effectiveness of the presentation can be evaluated by asking the class to retell the steps of the procedure, or by having them write out the steps.

To prepare for the class presentations have the students work in pairs to explain to each other how to do simple familiar activities (cook rice, make tea, get money from a bank machine). This familiarizes them with the necessary language.

Functional Language Practice

Use EXERCISE TWO on page 35 for oral practice of the FUNCTIONAL LANGUAGE. Have the students work in pairs.



COMPREHENSION QUESTIONS

FIRST VIEWING (getting the main idea)

1. What is the supervisor teaching the employee to do?

2. Does the employee learn how to do it?

SECOND VIEWING (listening for details)

1. List the steps the employee must follow to operate the microwave.

   a.

   b.

   c.

   d.

   e.

ADDITIONAL QUESTIONS

1. What expressions does the supervisor use to check that the employee understands him? e.g. "Do you understand?"

   a.

   b.

2. What expressions does the employee use to show that he understands? e.g. "I understand."

   a.

   b.

   c.

d.

e.

3. What expressions does the employee use when he doesn't understand? e.g. "Sorry, can you say that again?"

   a.

   b.

4. What kind of personality does the employee have? Why do you think so?

Check the ANSWER KEY on page 138.

EXERCISE ONE

Play the videotape again and, as you listen, fill in the missing words.

Manager: So, this here is the restaurant's _____.

Employee: Okay.

Manager: You're going to be _____ this from time to time and, for example, _____ of the things you're going to be making in it is a _____ _____.

Employee: Mm huh.

Manager: Okay. First of all, with the potato, poke some _____ in it with a fork unless ... it will _____ in the microwave if _____ _____ put the holes in it.

Employee: All right.

Manager: _____ _____ _____ you open the door up. It's very _____ to open the door. You put the potato in the _____. It cooks better that way. Do you follow me?

Employee: Yes.

Manager: Next you want to _____ the power _____.

Employee: I didn't _____ that. What?

Manager: You want to select a power level. Do you see the _____ here?

Employee: Oh.

Manager: It says power level.

Employee: Oh, I _____. Yes.

Manager: Do you understand?

Employee: Yeah. Okay.

Manager: Okay... You _____ the power level and, for a potato, you want _____ which is high. If you look down here, you have a _____ of the power levels. Number 9 is high. It starts at number 1 which is _____.

Employee: Okay.

Manager: It goes through that.

Employee: I _____.

Manager: Do you understand that?

Employee: Yes.

Manager: So you want 9. It's _____ at 9. Say if you pressed power level and it came out 5, you would just press 9. Are you _____ me?

Employee: Yes.

Manager: Good.

Employee: I'm _____ you.

Manager: Good. Next, you want to select a _____. A baked potato is around 4 or more minutes _____ on the size. So press the 4 ...

Employee: Sorry, can you say _____ again?

Manager: Depending on the size, the baked potato _____ around 4 or 5 minutes to cook.

Employee: Right.

Manager: Okay. You press the 4 and then 2 _____. There you see, you have 4 minutes.

Employee: How ... how did you _____ that?

Manager: 4 ... 4 ... then 2 zeros. Do you understand that?

Employee: Okay, _____ _____ get this right.

Manager: You _____.

Employee: Mmmm ... I press time ...

Manager: _____.

Employee: And then I press 4,0,0 minutes.

Manager: That's right! You have 4 minutes. Now do you understand that?

Employee: Okay, I'm _____ about that. Okay.

Manager: Good.

Employee: Then what?

Manager: Then ... simply _____ press "start".

Employee: And that's it?

Manager: That's it. Very simple. Very _____. Would you like to try that?

Employee: Okay.

Manager: Right, to stop it ...

Employee: What? To stop it, _____?

Manager: You just open it.

Employee: Oh, okay.

Manager: Now you try.

Employee: Okay ... I ... I ... I put the potato _____.

Manager: Correct.

Employee: And I close the door.

Manager: _____.

Employee: And I press _____ level ...

Manager: That's right.

Employee: And I press 9.

Manager: You _____ it.

Employee: And I press time.

Manager: Very good.

Employee: Now ... 4 minutes ...

Manager: That's right. It's not _____ bad, is it?

Employee: _____.

Manager: Right, now get to work. Go clear some tables out in section 4. Right?

Employee: Oh, sure. _____ _____.

Manager: See you later.

Check the TRANSCRIPT on page 122 and in pairs act out the conversation.

EXERCISE TWO

A salesclerk in a store is explaining to a customer how to operate a telephone answering machine. Complete the conversation by using appropriate expressions from the FUNCTIONAL LANGUAGE on page 29.

Clerk: Okay, the tape is in the machine now. If this light is flashing, it means you have a message.

Customer: Well, _____?

Clerk: You press this button to play your messages.

Customer: Sorry, _____.

Clerk: Okay, I'll show you again. You just press this button. _____?

Customer: Yeah, I _____. Then, what do I do if I want to hear it again?

Clerk: That's easy. You press this button. _____?

Customer: Yeah, _____. Now, how do I get rid of the old messages and set it up again before I go out?

Clerk: Well, when you press this button, it automatically rewinds.

Customer: _____. Before I go out, I press this button and it automatically rewinds.

Clerk: Right. _____.

Customer: Okay. Thanks.

Check the ANSWER KEY on page 138.

Unit 5 INSTRUCTIONS, CLARIFICATIONS

SITUATION

A young unemployed man needs to fill out an application form for unemployment insurance benefits. He does not know how to do this, and asks a Canada Employment and Immigration Commission employee to show him how and then asks her to clarify the procedure.

FUNCTIONAL LANGUAGE

GIVING INSTRUCTIONS

LANGUAGE USED ON VIDEOTAPE

... and then	... then after that ...,
Then ...	

OTHER EXPRESSIONS

First of all,	Next,
After that,	Finally,
Don't forget to ...	Remember to ...

CLARIFYING (Asking for Repetition)

LANGUAGE USED ON VIDEOTAPE

What's that?	What?

OTHER EXPRESSIONS

Could you repeat that?	What did you say?
Pardon (me)?	I didn't catch that.
I have to what?	I have to do it when?
I have to do it why?	879-8____? What?
Do you mean?	Did you say?
Huh?	

CLARIFYING (Checking and Indicating Understanding or Lack of Understanding)

LANGUAGE USED ON VIDEOTAPE

Giving Instructions	
Is that clear?	Have you got that?
Right.	
Receiving Instructions	
These forms?	*Body Language:*
This is the form?	
I fill this out now?	*- eye contact*
Employment history?	*- nods*

(continued. . .)

(Functional Language. . .)

All my jobs?	- *smiles*
I need this, right?	- *head shaking*
I bring this in, right?	- *shoulder shrugging*
So I fill this out, right?	

OTHER EXPRESSIONS

Giving Instructions	
Have you got that?	Understand?
Do you follow?	Right?
Okay?	
Receiving Instructions	
Like this?	This way?
Uh huh.	Is this right?
Okay.	Got it.

CULTURAL NOTES

The most noticeable feature of this vignette is the woman's complete lack of interest in helping the man. This is an example of bureaucracy at its worst, which you may encounter. So the man's persistence and assertiveness is admirable and necessary when dealing with large organizations. Notice how the C.E.I.C. clerk expresses annoyance through her voice and body language. For example, she avoids eye contact even when speaking to him. Compare this to the microwave sequence in Unit 4 where the supervisor is willing to give clear and careful instructions.

Notice the man's language. When he is seeking clarification, he uses statements with a rising intonation as questions. e.g. "This is the only form?", "I fill this out now?" Compare this way of checking for clarification with the language used in Unit 4. Also, it is important to notice the difference between "yeah" and "yes", etc. One is more formal than the other.

TEACHING SUGGESTIONS

Discussion Topic

Discuss ways of being assertive in dealing with bureaucracy. (Hint: get the name of the person you're dealing with.)

Telephone Listening Exercises

Look up the telephone numbers of the following offices in the blue pages of the phone book.

- **Canada:**

  EMPLOYMENT CENTRES - Phone: _____

- **British Columbia:**

  SOCIAL SERVICES AND HOUSING - MINISTRY OF GENERAL ENQUIRIES - Phone: _____

Create several scenarios and ask students to phone the appropriate number to find out whether the people in the scenarios are eligible for either unemployment insurance or welfare benefits.

Use EXERCISE TWO on page 119 as an additional telephone listening exercise.

COMPREHENSION QUESTIONS

FIRST VIEWING (getting the main idea)

1. Where are the people?

2. What is the man trying to get?

3. Is he able to get them right away?

4. What does the woman's manner indicate? Check all that apply.

___ friendliness	___ lack of interest
___ boredom	___ warmth
___ interest	___ impatience

5. What does she do that makes you think that?

   a.

   b.

   c.

SECOND VIEWING (listening for details)

Number in order the steps the man must follow to get what he wants.

___ Receive the report cards in the mail.

___ Get his separation slip from his employer.

___ Fill in the report cards.

___ Wait for the U.I.C. cheque.

___ Fill in a U.I.C. form.

___ Give the separation slip to the U.I.C. office.

ADDITIONAL QUESTIONS

1. How does the man feel at the end of the conversation?

2. Do you think the woman is doing her job properly? Give a reason.

3. Give several possible reasons why the woman behaves the way she does.

4. How is the man assertive?

5. What is there about the man's body language that **might** be annoying the woman?

Check the ANSWER KEY on page 139.

EXERCISE ONE

Play the videotape again and, as you listen, fill in the missing words.

Clerk: Hello.

Man: Hi.

Man: I'm ... I'd like to apply for _____.

Clerk: Sure. _____ _____ are right over here.

Man: Okay. _____ forms?

Clerk: Mm hum.

Man: This is the _____ form?

Clerk: Yeah, that's the only form.

Man: I _____ this _____ now?

Clerk: Mm hum.

Man: All right. Okay. _____ name ... it goes _____ and, what's this... this box here?

Clerk: Which box?

Man: This one, B.

Clerk: Where?

Man: Just ... just _____ it all _____?

Clerk: Yes, just fill it all in. You'll see _____ the information right _____ there.

Man: Uh, ... Okay ... Employment history, what's that?

Clerk: Wherever you worked for in the past.

Man: _____ my last job?

Clerk: Yes, right. Okay? Is that _____?

Man: Like ... like all my jobs?

Clerk: Yeah, all your jobs. It's quite straightforward _____.

Man: Okay ... I need the address then, too _____?

Clerk: Mm hum.

Man: _____ _____ I don't have it?

Clerk: You don't have your separation _____?

Man: What?

Clerk: Your _____ of employment. You don't have your records of employment from your boss? You know, where you've worked before. Where did you _____ _____?

Man: At the Midas Muffler.

Clerk: Okay, well, you'll need your ... your records of employment _____ Midas Muffler.

Man: Oh, that's the ... the thing _____ _____ that says ... um ... how many weeks you worked?

Clerk: That's right, that's right.

Man: Okay, he's got that _____ _____. I just didn't bring _____ in.

Clerk: Okay, well ...

Man: So will I bring it in ... I bring it in and I get a cheque, right?

Clerk: That's ... no, no, no, no, no. You'll bring that in. We'll _____ that and then you'll get some report cards in the _____ and then after that, there's two _____ or _____, then you'll get your cheque.

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Man: Whoa ... _____ _____ ... I'm not ... I don't get this. I bring this ... I bring these in. I don't get a cheque _____ _____? I have to ...

Clerk: No, no, ... it's usually two months, okay?

Man: Two? Why two months?

Clerk: That's just how _____ it _____, sir, I can't really help you _____ that.

Man: So I bring ... so I fill this in. I bring you ...

Clerk: That's right.

Man: ... the separation sheets?

Clerk: That's right.

Man: And then you _____ me a report card?

Clerk: That's right.

Man: And I send that back to you or I _____ that _____ to you?

Clerk: You fill those out, yes, you fill those out, and you can drop it off here or you can send it. That's all there is _____ _____, okay?

Man: Okay, what do I do for _____ until then, though?

Clerk: I don't know, sir. I can't help you with that one.

Man: Okay ... and so ... okay, I'll do this ... I'll get this in and ... and you'll send me the report cards, and I'll send them in. That's _____ I have to do?

Clerk: That's right.

Man: I just _____ _____ the house and _____?

Clerk: I guess so, _____ that's what you want to do.

Man: It's not really what I want to do, but ... okay ... thank you.

Clerk: You're welcome.

Check the TRANSCRIPT on page 123 and in pairs act out the conversation.

EXERCISE TWO

TELEPHONE LISTENING EXERCISE

Look up the telephone numbers of these government offices in the blue pages of the phone book. Find out the following information

- **Canada:**

  CUSTOMS - Phone _____

  How much can you bring back duty free into Canada after you have been out of the country?

  REVENUE CANADA TAXATION - Phone _____

  If you rent the basement suite in a house you own, do you have to declare that money on your income tax form?

- **British Columbia:**

  WAGES, HOLIDAY PAY, MATERNITY LEAVE, SEVERANCE PAY INQUIRIES - Phone _____

  What is the minimum wage?

  If you have just started a new job and have worked 28 days, are you entitled to be paid for the coming statutory holiday?

- **Vancouver:**

  ENGINEERING DEPARTMENT - GARBAGE COLLECTION AND STREET CLEANING - Phone _____

  What day does the city collect the garbage in your neighbourhood, and will it be the same day all year?

  SWIMMING POOLS, PUBLIC - Phone _____

  What time is there swimming for adults only at the pool nearest you?

(No ANSWER KEY is given.)

Unit 6 OBLIGATION

SITUATION

In this conversation, a supervisor is explaining to a new receptionist what her duties will be.

FUNCTIONAL LANGUAGE

OBLIGATION

LANGUAGE USED ON VIDEOTAPE

You're needed to be ...
You're responsible for ...
You'll have to ...
We insist ...
That's your responsibility...
That's your duty.
Make sure that ...
It's your duty to ...
You need to ...
You are required to ...

OTHER EXPRESSIONS

It's your responsibility to ...
You are expected to ...
It's necessary to ...
You're supposed to ...

CULTURAL NOTES

Notice the woman's body language. She is sitting bolt upright and maintaining eye contact in order to make a good impression and appear interested in the job, although you can see she is visibly nervous.

When the manager says, "Be good-looking," near the end of the conversation, he probably meant to say, "Be well-groomed and friendly to the public," but phrased it rather badly. Remember all the conversations on this tape are improvisations and in conversation we don't always say the most appropriate or tactful thing.

TEACHING SUGGESTIONS

Discussion Topic

Elicit from the students what kinds of remarks are either inappropriate or illegal during a job interview. Use the manager's comment, "Be good-looking," as a starting point for the discussion.

Role Play/Listening Activity

Divide students into pairs and tell them to prepare to conduct a **short** job interview in front of the class. Encourage them to use the FUNCTIONAL LANGUAGE. During the interview the rest of the class fills in a form like the one below, indicating the kind of work it is, the applicant's experience and the responsibilities of the job.

SAMPLE STUDENT FORM

Listen for:

- the job _____
- experience _____
- duties a) _____
  b) _____
  c) _____

- the job _____
- experience _____
- duties a) _____
  b) _____
  c) _____

- the job _____
- experience _____
- duties a) _____
  b) _____
  c) _____

Functional Language Practice

Use EXERCISE TWO page 49 for oral practice of the FUNCTIONAL LANGUAGE. Have the students work in pairs.

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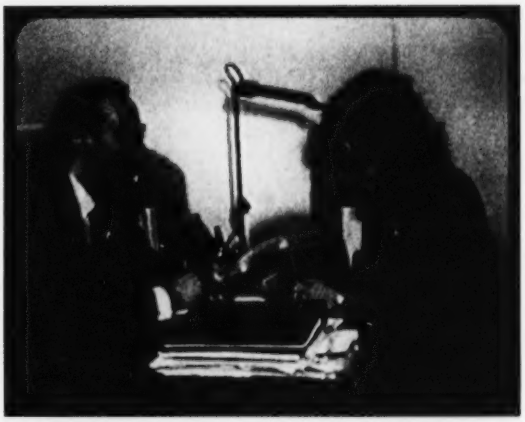


COMPREHENSION QUESTIONS

FIRST VIEWING (getting the main idea)

1. Is this a job interview or has the woman already been hired?

2. What is the manager explaining?

3. What kind of job is it?

SECOND VIEWING (listening for details)

1. What are some of the duties of the job?

   a.

   b.

   c.

   d.

ADDITIONAL QUESTIONS

1. What expressions does the supervisor use to explain her duties? e.g. "You'll have to ...."

   a.

   b.

   c.

2. Is "Be good-looking" an acceptable remark? What do you think he meant to say?

3. Think of some other inappropriate or illegal remarks that shouldn't be made during a job interview. For example, in British Columbia it's inappropriate to ask about a person's religion because of the B.C. Human Rights Act.

Check the ANSWER KEY on page 139.

EXERCISE ONE

Play the videotape again and, as you listen, fill in the missing words.

Manager: Okay ... Let me just go over your _____ here.

Receptionist: Okay.

Manager: You're _____ to be here at 8:45 in the morning.

Receptionist: 8:45?

Manager: That's right.

Receptionist: I'm ... I'll be _____ _____ _____ in then?

Manager: You'll be the first one in ...

Receptionist: Oh, okay.

Manager: ... so you're responsible for _____ and setting up the office ...

Receptionist: Will I get my _____ keys?

Manager: Yes, you will.

Receptionist: Okay.

Manager: You'll have to _____ _____ the answering machine ...

Receptionist: Okay.

Manager: ... and start operating the phones _____ _____ _____ you get in. Um. We _____ that you, you follow these message _____ exactly as they are written out, all right?

Receptionist: Oh. Okay, yes, I think I can do _____.

Manager: Okay, photocopying, scheduling ...

Receptionist: Photocopying?

Manager: Yes.

Receptionist: _____ photocopying? Yourself and Mr. Montgomery, and ...?

Manager: Mr. Montgomery, and also Ms. Ross.

Receptionist: Ms. Ross. Okay.

Manager: Okay ... and our _____. That's your responsibility.

Receptionist: Everyone's appointments?

Manager: Everyone's appointments.

Receptionist: That's my _____?

Manager: Yes ...

Receptionist: Okay.

Manager: ... _____ _____ that we're not conflicting. We have a master book here, and there's ... there's also ... you know, we have our own individual books and we _____ _____, and ...

Receptionist: Oh, I understand.

Manager: ... and we'll _____ you _____ when we're coming into the office if ... if we're going to be out all morning.

Receptionist: Right.

Manager: All right. Ummm. _____ hour ... you need _____ _____ here.

Receptionist: During lunch?

Manager: Yes.

Receptionist: The whole lunch?

Manager: Well ... you can _____ _____ and get yourself something, and if you need to take the lunch hour off, just let us know in _____, and we'll _____ that for you.

Receptionist: Okay.

Manager: Okay?

Receptionist: All right.

Manager: Um ... _____ _____. You're ... basically, you know. Be good looking when you get here, and, er, with a _____ on your face and we'll be very happy.

Receptionist: Yes, that's very important.

Manager: Okay. We'll see you Monday then.

Receptionist: _____ thank you!

Manager: Okay.

Check the TRANSCRIPT on page 125 and in pairs act out the conversation.

EXERCISE TWO

A mother is explaining to a new babysitter how to take care of the baby. Complete the conversation using appropriate expressions from the FUNCTIONAL LANGUAGE on page 44.

Mother: Let me explain what you'll have to do.

_____ feed the baby around 3 o'clock.

Babysitter: Is the bottle all ready?

Mother: Yes, it's in the fridge but _____ you heat it up.

Babysitter: Fine, I know how to do that.

Mother: _____ change his diaper often.

Babysitter: Okay, I'll do that.

Mother: _____ getting supper
(only 1 possible answer)
ready for the other two children. It's all ready in the fridge.

Babysitter: _____ do the dishes?

Mother: No, no, don't worry about that, but _____ _____ make the children go to bed at 8:30.

Babysitter: _____ read them a story?

Mother: Only if you'd like to. However, _____ the children brush
(only 2 possible answers)
their teeth before bed.

Check the ANSWER KEY on page 139.

Unit 7 OBLIGATION, APPROVAL, DISAPPROVAL

SITUATION

A public health nurse is making a home visit to a young mother with a newborn baby. She checks that the baby is doing well, and gives information and advice to the mother.

FUNCTIONAL LANGUAGE

OBLIGATION

LANGUAGE USED ON VIDEOTAPE

She was supposed to ...
It's really quite necessary ...
If you ... (do it) within this next week, that'll be fine.
(It's okay) as long as you ...

OTHER EXPRESSIONS

You have to ...
You really must ...
You're required to ...

APPROVAL/DISAPPROVAL (Giving and Receiving)

LANGUAGE USED ON VIDEOTAPE

That's great.
You're doing a wonderful job.
... but I see (you) didn't ...
It's all right, just ...

OTHER EXPRESSIONS

You're doing just fine.
I'm very pleased with ...
You should have ...
You shouldn't have ...
You could have ...
I wish you had ...

CULTURAL NOTES

This conversation is probably more useful for showing a typical Canadian health care situation than for the FUNCTIONAL LANGUAGE. In Canada, we often don't have extended families nearby. Therefore, most young Canadian mothers really depend on visits and helpful information from the public health nurses. If you didn't know this, you might assume that because a nurse is there, the baby is sick. However, that's not the case.

The nurse's behaviour is probably typical of Canadians in positions of authority. Although she is firm in her advice and disapproval, she tempers it with reassuring comments that the young mother is doing the right thing; e.g. "She looks wonderful."

For information on public health services in your area, check with your municipality's health department. For example, in Vancouver, public health units receive notification from the hospitals of any babies born in their area. They then visit the homes of all mothers with first-born babies, and in some parts of the city, mothers of any newborns. They phone before visiting the home, and have interpreters available.

TEACHING SUGGESTIONS

Guest Speaker

Invite a public health nurse to the class to explain the services available through the public health department.

Telephone Listening Exercise

Use EXERCISE TWO on page 55.

COMPREHENSION QUESTIONS

FIRST VIEWING (getting the main idea)

1. The woman wearing a coat is:
   a) a teacher
   b) a nurse
   c) a saleswoman
2. Is the baby healthy or sick?

SECOND VIEWING (listening for details)

1. What do the two women talk about? Check all that apply.
   ___ the baby's fever
   ___ the children's progress at school
   ___ the baby's weight
   ___ the baby's diet
   ___ the diaper service
   ___ inoculations
   ___ the mother's sleeping habits
2. Which of the following are problems? Check all that apply.
   ___ The baby is not gaining weight.
   ___ The baby is not sleeping well.
   ___ The baby needs another inoculation.
   ___ The baby has a rash.
   ___ The baby is not eating well.

ADDITIONAL QUESTIONS

1. Is the nurse visiting the home because of a problem?

2. How does the mother feel about the nurse's visit?

3. What expressions does the nurse use to build the mother's self-confidence?

Check the ANSWER KEY on page 140.

EXERCISE ONE

Play the videotape again and, as you listen, fill in the missing words.

Nurse: So, Mrs. Baxter, how's the baby doing?

Mother: Well, she seems to be doing _____ _____, from what I can tell.

Nurse: She looks wonderful. And I see she has _____ a bit of weight, that's great. It looks like you're doing a wonderful _____. But I see here that she didn't get her second _____.

Mother: Oh, she was supposed to have second _____?

Nurse: Yeah, yeah.

Mother: Oh dear, no, I didn't _____. I had no idea.

Nurse: Well, it's really quite _____, so if you bring her in within this next week you could ... that'll be fine. _____ _____ _____ you bring her in within the week.

Mother: It's not going to affect her?

Nurse: No, no. Um. The last one, okay, no, no, that's fine. If you bring her in _____ the week.

Mother: Okay, I'm sorry about that ...

Nurse: It's all right, just _____ her _____, and let's see. How's that diaper rash doing?

Mother: Well, to tell you the _____ it's not doing very well. I ... I ... I suppose I should be rubbing in more _____. I don't quite know what to do.

Nurse: Well, you could try ... what you could do is _____ put the diaper on for a _____ of hours.

Mother: Oh!

Nurse: So it doesn't chafe, so if you just, you know, put the cream on, but _____ put the diaper on. And then after an hour or so, just you know ...

Mother: So that will work, _____ it?

Nurse: Mm, you _____ try that, and if not, then, I'll come and we'll talk about something _____.

Mother: All right, I'll try that.

Nurse: Okay. And how's ... how's she ... how's the food? Are you _____ her well? Everything's all right ... ?

Mother: Yes. I'm ... I'm feeding her Pablum and pureed _____.

Nurse: Oh, great, that's wonderful.

Mother: Good.

Nurse: And how about _____? How's she doing? Sleeping well?

Mother: Um ... yes, she's sleeping _____ _____ the night. I think she's sleeping _____ about 6:30.

Nurse: Oh, great.

Mother: Yeah.

Nurse: _____ _____ you're doing a wonderful job.

Mother: Yeah.

Nurse: Well, okay, so _____ you bring her in within this week, we'll see you then.

Mother: Okay.

Nurse: Okay, thank you very much.

Mother: Thank you for _____.

Nurse: Okay.

Check the TRANSCRIPT on page 126 and in pairs act out the conversation.

EXERCISE TWO

TELEPHONE LISTENING EXERCISE

Look up the telephone numbers of these government offices in the blue pages of the phone book. Find out the following information.

- **Canada:**

  FAMILY ALLOWANCE - Phone _____

  How much is the family allowance per child?

  PENSION PLAN BENEFITS - Phone _____

  How much is the orphan's benefit? When does the child instead of the mother start to receive it? How long does it continue?

- **British Columbia:**

  VITAL STATISTICS - Phone _____

  If a child is born in B.C., how do you get a copy of his birth certificate?

- **Vancouver:**

  HEALTH DEPARTMENT - DENTAL CLINICS - Phone _____

  Does the clinic provide free dental care for children?

(No ANSWER KEY is provided.)

Unit 8 COMPLAINING, INSISTING

SITUATION

In a one-sided telephone conversation, a tenant phones her landlord to complain that there is no heat in the apartment **again**. When the tenant becomes progressively more assertive and insistent, she gets results.

FUNCTIONAL LANGUAGE

COMPLAINING

LANGUAGE USED ON VIDEOTAPE

I really hate to tell you this but ...
I really don't think it's fair.
She shouldn't have to put up with this.

OTHER EXPRESSIONS

It's too...
I am (was) disappointed that ...
I'm annoyed because ...
I'm tired of ...
... is very annoying (upsetting)
I don't like it when ...
It really bothers me when ...

INSISTING

LANGUAGE USED ON VIDEOTAPE

I mean it.
Listen!
No, I don't really think so ...
Yeah, I realize you fixed it last week, but ...
No, I will not wait until ...
If you don't ..., I'm going to ...
I'll take you to court.
I'll be expecting you tomorrow.

OTHER EXPRESSIONS

I'm really serious.
Look!
No, honestly ...
I insist ...

CULTURAL NOTES

In this culture, when you have a complaint, you usually acknowledge the other person's point of view, but persist or even make a threat to get satisfaction. For example, although the tenant acknowledges the landlord's difficulty, she persists. She uses arguments, repeats them and restates what she wants. Finally the conversation escalates to a point where she makes a threat that gets the desired result. Notice the tone of her voice as she becomes more insistent.

TEACHING SUGGESTIONS

Telephone Listening Exercise

Information about laws governing tenants and landlords is available through provincial government agencies. (In British Columbia, the Residential Tenancy Branch of the government provides such information.) Provide students with a list of questions concerning the rights of tenants and landlords. e.g. How much notice must a landlord give a tenant? Have students look in the blue pages of the phone book for the phone number, and phone to obtain the information. Brochures may be available. For an example of how to set up this kind of exercise, see Unit 7, Exercise Two, page 55.

Role Play

Using EXERCISE TWO on page 60, the students work in pairs. One partner takes the role of Sarah and reads her part. The other student plays the role of the landlord, and responds with what he probably says.

Role Play

Do ADDITIONAL QUESTIONS on page 59. After discussing the strategies that the tenant used to get her complaint handled fairly, draw students' attention to the FUNCTIONAL LANGUAGE needed for complaining and for insisting in order to accomplish the desired result. Divide the students into pairs. Then hand out a variety of role play cards dealing with common complaints. Some possible situations are:

- two neighbours - a complaint about a loud stereo
- an instructor and a student - a complaint about homework not done
- a salesclerk and a customer - a complaint about damaged merchandise
- mother and son - a complaint about the car being borrowed without permission
- a customer and a drycleaners - a complaint about a lost jacket
- two friends - a complaint about some money borrowed but not repaid
- two friends - a complaint about a Walkman which was borrowed and broken.

Students need a few minutes to think about and discuss their roles and strategies, before performing the role play. The pairs then choose new role play cards and repeat the process.

COMPREHENSION QUESTIONS

FIRST VIEWING (getting the main idea.)

1. Who is the woman phoning?

2. What is the problem?

3. Has it happened before?

4. Does the man agree to look after the problem? Soon?

SECOND VIEWING (listening for details.)

1. What day is it when she phones?

2. When does the man first say he'll come?

3. What excuse does he give for the delay?

4. Why does the woman object to the delay?

5. What does she threaten to do?

   a.

   b.

6. What does he finally agree to do?

ADDITIONAL QUESTIONS

The woman uses the following strategies to make the landlord take her seriously and deal with her complaint. Number them in the order in which she uses them. Play the videotape as many times as you need to in order to do the exercise.

__ She acknowledges what he has already done but repeats her complaint.

__ She threatens him.

__ She apologizes for complaining and states her complaint.

__ She acknowledges his problem but restates her complaint.

__ She accepts his offer to fix it the next day and stresses the fact that she expects him to keep his word.

__ She rejects his suggestion because it's unfair to her.

__ Her threats escalate. (She makes a second, stronger threat.)

__ She gives a reason for insisting on getting what she wants.

__ She thanks him.

Check the ANSWER KEY on page 140.

EXERCISE ONE

Listen to the videotape again and, as you listen, fill in the missing words.

Sarah: Hello, um, is Mr. Tyler there, please? ... Hello, Mr. Tyler, it's Sarah Peterson calling ... Hi, um, listen, I really _____ to tell you this, but the _____ is gone again ... Yeah, that's right, it's not working at all ... Yeah, I realize you fixed it last week, but it doesn't _____ to be working ... Uumm ... Monday ... well ... I don't really think so. This is Friday, so that's two days _____ heat. I don't really think that's _____ ... Yeah, I know it's difficult to get a _____ Mr. Tyler, but ... listen. I have a _____ - _____ - _____ child, and I don't think she should have to _____ _____ _____ this ... No, Mr. Tyler, I will not wait _____ Monday, okay? ... All right, listen, Mr. Tyler, if you don't call in ... if you don't call in the repairman, I am going to call the health department. I

_____ _____ ... Yes, I will, and if that doesn't _____, I'll take you to _____. ... All right, all right. That's fine, I'll be _____ you tomorrow ... Okay. Thank you very much, I appreciate it ... Bye-bye.

Check the TRANSCRIPT on page 127 and in pairs act out the conversation.

EXERCISE TWO

Fill in the possible responses made by Mr. Tyler.

Sarah: Hello, um, is Mr. Tyler there please?

Mr. Tyler: _____.

Sarah: Hello, Mr. Tyler, it's Sarah Peterson calling ...

Mr. Tyler: _____.

Sarah: Hi, um, listen, I really hate to tell you this, but the heat is gone again ...

Mr. Tyler: _____.

Sarah: Yeah, that's right, it's not working at all.

Mr. Tyler: _____.

Sarah: Yeah, I realize you fixed it last week, but it doesn't seem to be working ...

Mr. Tyler: _____.

Sarah: Uumm ... Monday ... well ... I don't really think so. This is Friday, so that's two days without heat. I really don't think that's fair.

Mr. Tyler: _____.

Sarah: Yeah, I know it's difficult to get a repairman Mr. Tyler, but... listen. I have a two-month-old child, and I don't think she should have to put up with this.

Mr. Tyler: _____.

Sarah: No, Mr. Tyler, I will not wait till Monday, okay?

Mr. Tyler: _____.

Sarah: All right, listen, Mr. Tyler, if you don't call in a repairman I am going to call the health department. I mean it.

Mr. Tyler: _____.

Sarah: Yes, I will, and if that doesn't work, I'll take you to court.

Mr. Tyler: _____.

Sarah: All right, all right. That's fine, I'll be expecting you tomorrow. Okay. Thank you very much, I appreciate it.

Mr. Tyler: _____.

Sarah: Bye-bye.

Check the ANSWER KEY on page 140 for possible answers.

Unit 9 APOLOGIZING

SITUATION

This conversation takes place between a dentist and his new receptionist. This is her second day on the job.

FUNCTIONAL LANGUAGE

APOLOGIZING

LANGUAGE USED ON VIDEOTAPE

I know I was supposed to but ...
I knew there was something I was supposed to do but ...
I'm really sorry. This will never happen again.
I don't know how to tell you this but ...
I wasn't aware that ...
No one told me that I was supposed to ...

OTHER EXPRESSIONS

I'm not exactly sure how to tell you this but ...
This isn't easy to admit but ...
I'm afraid I have something to tell you.
I know that you were counting on me to ...but ...
I really hate to tell you this but ...
I didn't realize I was supposed to ...
I'm really sorry about the mix-up.
I feel terrible about this but ...
I didn't mean to ...

ACCEPTING AN APOLOGY

LANGUAGE USED ON VIDEOTAPE

Don't worry about it.
It's not a big deal.
In future, if you've got a problem, come and see me.

OTHER EXPRESSIONS

It really doesn't matter.
Don't blame yourself.
Never mind.
Everyone makes mistakes.
These things happen.

CULTURAL NOTES

Notice the variety of ways in which the woman says she's sorry and explains why something wasn't done. The explanation is a necessary part of apologizing.

Note what the dentist says to indicate that he has accepted her apology. When someone apologizes, we usually say something to make them feel better.

TEACHING SUGGESTIONS

Role Play/Listening Activity

First practice EXERCISE TWO on page 67 to familiarize students with the FUNCTIONAL LANGUAGE needed. Then role play apologizing and accepting an apology in the following situations. In some cases the person apologizing initiates the apology, in other cases the apology is a response.

Have students perform their role plays in front of the class. The rest of the class fills in a form like the one below, indicating the problem and the relationship between the speakers.

1. A painter who has been painting the outside of a customer's house has to apologize to the homeowner because the wind came up when he was spray painting the house and blew paint onto the car which was parked in the driveway.
2. You are apologizing to a friend for standing him up for lunch. (You forgot about it.)
3. You are a driver in a parking lot apologizing to a pedestrian for almost hitting him.
4. You are apologizing to a stranger for spilling something on her dress at a party.
5. You are a parent apologizing to your child's teacher for accidentally throwing out the raffle tickets which your son was supposed to sell to raise money for a school trip.
6. You are apologizing to a co-worker for losing an important document.
7. You are moving men apologizing to a woman for breaking something.
8. You dropped your hairbrush down your friend's toilet when you were visiting and you're afraid it will plug the toilet.
9. You are apologizing to your parents for not getting marks as high as they expected.
10. You are apologizing to someone whom you forgot to meet at the airport.

(continued. . .)

(Teaching Suggestions. . .)

SAMPLE STUDENT FORM

Listen for:

- **the problem** _____
- **the relationship between the speakers** _____

- - - -

COMPREHENSION QUESTIONS

FIRST VIEWING (getting the main idea)

1. Where are the people?

2. What is the woman's occupation?

3. Is the man very upset?

SECOND VIEWING (listening for details)

1. What is the woman apologizing for and what are her reasons?
   a. Problem _____.
      Reason _____.
   b. Problem _____.
      Reason _____.
   c. Problem _____.
      Reason _____.
2. What does the man tell her to do if she has a problem in the future?

3. How long do you think the woman has been working there?
   a. a very long time
   b. a very short time
   c. a long time

ADDITIONAL QUESTIONS

1. How does the man **show** that he doesn't consider the woman his equal?

   a.

   b.

   c.

Check the ANSWER KEY on page 142.

EXERCISE ONE

Listen to the videotape again, and as you listen, fill in the missing words.

Dentist: Good morning, Miss Phipps, ...

Receptionist: Oh, good morning.

Dentist: ... what time is my _____ with Dr. Jay?

Receptionist: Oh, doctor, I tried to _____ _____ _____ him all last night and all this morning. I haven't gotten hold of him yet. I ... I know I was _____ to make that appointment for you, but I ...

Dentist: Aw, heck, don't worry about it. Check the answering machine. He probably left a _____.

Receptionist: Oh, my God, the answering machine. I _____ to turn it _____ last night. I knew there was something I was supposed to do, but we were so _____ last night I forgot to turn it on.

Dentist: Well ...

Receptionist: I'm really sorry. Oh ...

Dentist: Look, don't worry about it. Don't worry about it. It's not a big _____. In the future you'll do that. Uh ... did you at least call my _____ and remind them of their appointments today?

Receptionist: Oh, doctor, I don't know how to tell you this, but I wasn't _____ that that was part of my duties. No one _____ me I was supposed to do that.

I'm, I'm sorry, I'll get _____ _____ it right now. Right away. I'm terribly sorry. This'll never _____ again.

Dentist: I hope not.

Receptionist: I promise.

Dentist: Well, look, just, in the _____, if you've got a problem, like, come and _____ me.

Receptionist: Oh, certainly.

Dentist: All _____?

Receptionist: Thank you, yeah.

Dentist: I'm not an ogre here, I'm not going to ...

Receptionist: All right.

Dentist: Okay.

Receptionist: Thank you.

Dentist: All right.

Check the TRANSCRIPT on page 127 and in pairs act out the conversation.

EXERCISE TWO

Choose appropriate expressions from the FUNCTIONAL LANGUAGE on page 62 to complete the following conversations. Try to use different expressions each time.

1. Employee: _____

I'm late, but my car broke down.

Boss: _____.

2. Friend: _____,

but I scorched your blouse while I was ironing it.

_____.

Roommate: _____.

3. Man: _____.

I completely forgot, I was supposed to meet you at the bank instead of inside the store.

Other Man: _____.

4. Driver: _____,

but I put a dent in your fender. I'm glad I didn't hit you really hard.

Other Driver: _____.

5. Friend: _____,

but I spilled my coffee on your rug.

Friend: _____.

6. Friend: _____,

but I broke your favourite dish. I'm so clumsy.

Friend: _____.

7. Woman: _____,

but I lost your _____ I've looked everywhere for it. I'll buy you a new one.

Friend: _____.

8. Moving Man: _____,

but Joe and I dropped that dresser. You know, that big one that used to have a nice mirror? Well, it doesn't now. _____.

Customer: _____.

The insurance will cover it.

9. Son: Oh, Mom, _____,
but I haven't got a birthday present for you yet. But, I've got something picked out.

Mother: _____.
You do this every year.

10. Husband: _____
to pick up the drycleaning. I'll do it tomorrow.

Wife: _____
I'll get it. I'm going right by the place tomorrow morning.

Check the ANSWER KEY on page 142.

Unit 10 APOLOGIZING, ANNOYANCE

SITUATION

This conversation takes place in the doorway of an apartment. The man hasn't arrived on time to give the woman, who is on crutches, a ride to the doctor's office. The person who has been waiting is very annoyed while the other person is very apologetic.

FUNCTIONAL LANGUAGE

APOLOGIZING

LANGUAGE USED ON VIDEOTAPE

I'm really sorry.
I wish I'd thought of that.
I know you were counting on me.
I'm really sorry. There was nothing I could do about it.
I promise I'll make it up to you.
I'm only human.

OTHER EXPRESSIONS

I feel terrible about this.
I know you were expecting me to ...
I know you were relying on me to ...
I didn't think of that.
Please forgive me.
I know I've made a mess of things, but ...
I really tried.
I didn't mean to ...

ANNOYANCE

LANGUAGE USED ON VIDEOTAPE

What happened to you?
Couldn't you have phoned me?
If you had phoned me, I could have ...

OTHER EXPRESSIONS

You were supposed to ...
If I'd known ...
You should have ...
If you had ...
I really wish you had ...
Next time will you ...?

CULTURAL NOTES

The woman is extremely aggressive in her annoyance, and this indicates a certain degree of familiarity. Are they brother and sister, husband and wife, or old friends? With people who don't know one another so well, the words may be polite, but the tone of voice conveys annoyance (e.g., "It's quite all right," said with gritted teeth).

TEACHING SUGGESTIONS

Listening Activity/Key Words

To emphasize to students how important the **key words** are in listening, and to convince them that by listening for the stressed words (usually nouns, verbs, adjectives) they can get the gist of the conversation, try this activity. Refer to Unit 3 TEACHING SUGGESTIONS for a fuller explanation of the importance of key words.

Tell the students to concentrate on listening for the key words and then play the complete conversation. Then give the students a minute or so to write down all the words they remember. Play the tape a second time and have students add to their list of words. Then have students work in groups using their lists to recreate the conversation. After that they can compare their versions with the transcript.

Role Plays

Set up a number of different situations, such as the following, and have the students work in pairs to practise apologizing and expressing great annoyance. Remind the students that an explanation is a necessary part of apologizing. See Units 1 and 3 for some ideas on how to conduct role plays.

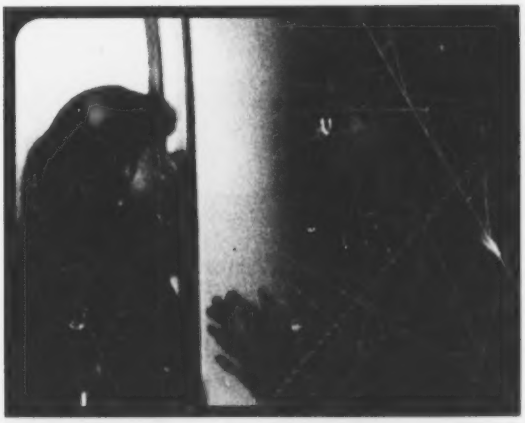
1. A family member borrowed an article of clothing from you without asking and ruined it.
2. A driver started to switch lanes in heavy traffic without signalling and you hit him. It's his fault and he knows it so he's very apologetic. You are very angry.
3. The babysitter showed up an hour late, and you are very angry.
4. Someone (a mechanic, a plumber) made an expensive repair, which you can't afford, without asking your permission. You are very angry and he is very apologetic.
5. You are the owner of a business and your delivery man left a note on the customer's door saying he had called but no one was at home. However, the customer, who just phoned to complain, was at home all day waiting for the delivery. The delivery man knows he's in the wrong because he only rang the bell once and left because he was sure no one was at home. You are really angry with him for not ringing the bell until the customer answered the door.
6. Your son forgot to return a movie to the video store. You didn't know until the store phoned three days later.

(continued. . .)

(Teaching Suggestions. . .)

Strip Stories

Use the conversations in EXERCISE TWO as strip stories to practise listening and speaking skills. Put the students into groups of seven to do the first one and in groups of ten to do the second conversation. Cut the conversation into strips and give each student one strip. Each strip will have one or two sentences on it. The strips should be distributed in random order as the purpose of the activity is to put the strips together to make a logical conversation. Since they have to do it orally, encourage



COMPREHENSION QUESTIONS

FIRST VIEWING (getting the main idea)

1. Why is the woman angry?

2. What was the man supposed to do for the woman?

SECOND VIEWING (listening for details)

1. What's the man's excuse?

2. What should he have done?

3. Is she still angry at the end of the conversation? How do you know?

ADDITIONAL QUESTIONS

1. What are some of the expressions he uses to apologize? e.g. "I'm really sorry."

   a.

   b.

   c.

2. What do you think the relationship is between the couple? Choose one.

   ___ neighbours ___ brother and sister

   ___ casual acquaintances ___ strangers

   ___ employer and employee

3. Why do you think so?

4. How do you know they are not married?

5. The last thing the man says is " _____ _____ _____."
   What do you think this means?

Check the ANSWER KEY on page 143.

EXERCISE ONE

Play the videotape again and, as you listen, fill in the missing words.

Jane: What _____ to you?

Bob: Look, I'm really sorry. I _____ _____ work an _____ hour at work.

Jane: _____ you have phoned me?

Bob: I _____ I'd thought of that, but I _____. I ...

Jane: My appointment was ten minutes ago. If you would have phoned me, I _____ _____ cancelled already.

Bob: I know you were _____ on me.

Jane: Look, I'm _____ late.

Bob: I'm really sorry. There was _____ I could do about it.

Jane: Okay, okay, okay, well, I'm late already, _____ just _____.

Bob: Look, I promise I'll _____ _____ _____ to you.

Jane: It's okay. These _____ happen. Let's just go. Okay?

Bob: I'm only _____.

Jane: Okay, okay.

Check the TRANSCRIPT on page 128 and in pairs act out the conversation.

EXERCISE TWO

Use the sentences at the bottom of the page to complete the conversation.

John: Gee, it's strange that the mechanic from the garage didn't phone.

Mary: _____

_____.

John: I've been waiting for my car for two days. Couldn't you have written down the message?

Mary: _____

_____.

John: I really wish you had told me. Now I can't pick up the car till Thursday.

Mary: _____

_____.

John: You'd better try. You're terrible about messages.

I wish I'd thought of that. I forgot about the message as soon as I hung up.

Thursday! I'm sorry. I know I've made a mess of things. I'll try to remember to write things down next time.

Oh, he phoned yesterday. I'm really sorry I forgot to tell you.

Use the sentences at the bottom of the page to complete the conversation.

Michael: We've run out of gas.

George: _____

_____

Michael: I didn't think of it when we passed that gas station. I'm really sorry.

George: _____

_____

Michael: I know you were counting on me to do that last night but I forgot. Gosh, there is no one on this road.

George: _____

_____

Michael: Yes, we might miss it. I feel terrible about this. I know you were expecting me to get gas.

George: _____

_____

Michael: I promise, I'll make it up to you.

George: _____

_____

I certainly was. You've really made a mess of things.

What? We passed a gas station a few miles back. Why didn't you fill up?

Oh, well (sigh). What's a wedding!

You were supposed to put gas in the car last night.

We'll be here forever. We'll miss the wedding!

Check the ANSWER KEY on page 143.

Unit 11 ASKING A FAVOUR, REFUSING

SITUATION

A woman asks her neighbour to babysit because she has a job interview. The neighbour is sympathetic and would like to help, but she has an appointment at that time. The neighbour refuses politely, and makes it clear she would be happy to help another time.

FUNCTIONAL LANGUAGE

ASKING A FAVOUR

LANGUAGE USED ON VIDEOTAPE

You would be doing me a great favour if you could ...
I'm really stuck. It would only be for an hour.
Are you sure you can't postpone it?
You'd be doing me such a big favour.

OTHER EXPRESSIONS

Could (Can, Would) you ...?
Would you mind .....ing?
I wonder if you could ...

REFUSING

LANGUAGE USED ON VIDEOTAPE

I'm sorry.
I'm sorry, I can't.
I'm terribly sorry.
Believe me, I'd do it, but ...
I wish I could do something, but I can't.
Sorry about that.

OTHER EXPRESSIONS

Another time, I would be happy to help.
I'd love to but I just can't.
I feel really badly about it, but I just can't.

CULTURAL NOTES

If you refuse someone's request for a favour, you usually give a reason and try to suggest an alternative, as the woman does in this conversation.

TEACHING SUGGESTIONS

Role Play

Have the students work in pairs to act out unrehearsed role plays, in which one student asks a favour and the other student refuses and gives a reason. Refer to Unit 1 for a sample procedure for unrehearsed role plays. On the blackboard write a list of possible situations for students to choose from. Here are some possibilities.

- Ask a fellow student to lend you a textbook.
- Ask a neighbour to look after your dog while you're on holiday.
- Ask your teacher to pass you even though you've failed your exam.
- Ask your landlord if you can pay the rent two weeks late.
- Ask your corner grocery store owner if you can buy something on credit.

Listening Activity

EXERCISE TWO on page 81 can be done as a listening exercise if you put the conversations on tape and have the students fill out a form like the one below.

SAMPLE STUDENT FORM

Listen for:

- the favour being asked _____
- the relationship between the speakers _____
- the setting _____

- the favour being asked _____
- the relationship between the speakers _____
- the setting _____

- the favour being asked _____
- the relationship between the speakers _____
- the setting _____

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COMPREHENSION QUESTIONS

FIRST VIEWING (getting the main idea)

1. What favour is the woman asking?

2. Why does she need help?

3. Why can't her neighbour help her?

4. Would her neighbour like to help her?

SECOND VIEWING (listening for details)

1. What suggestion does the neighbour make?

2. Why isn't this suggestion acceptable?

ADDITIONAL QUESTIONS

1. Shelly is very persistent. In other words, she doesn't give up easily. How does she try to persuade her neighbour to help her? Look at the strategies listed below and for each one write down what she says.

   a. First of all, she states what she wants.

   b. She tries to make it sound like a small favour, rather than a big one.

c. Then she stresses how important it is to her.

d. When her neighbour, Trixie, explains that she can't babysit because she has an appointment, Shelly suggests ways around the problem.

i)

ii)

e. She asks again. In fact, this time she begs for help.

Check the ANSWER KEY on page 144.

EXERCISE ONE

Play the videotape again and, as you listen, fill in the missing words.

Shelly: Trixie?

Trixie: Come in. Hi Shelley, how're you doing?

Shelly: Not too bad.

Trixie: That's good.

Shelly: Listen, I've got a job interview tomorrow. It would ... you'd be doing ... me a great big _____ if you could, um, _____ for my kids for about an hour tomorrow ...

Trixie: At what time? What time?

Shelly: ... after school? Well, they get home from _____ school at about 3:30. I _____ be back by 4 o'clock.

Trixie: I'm sorry, I'm sorry, I can't.

Shelly: Trixie, I'm really _____. It would only be for an hour.

Trixie: I know but I have an _____. It will take me about two hours. I have to drive out to Port Coquitlam.

Shelly: Oh, but Trixie, this is a ... a really important _____ _____.

Trixie: Look, Shelley, I would love to, _____ _____ _____ believe me, I would do it, but I ... I just can't tomorrow.

Shelly: Are you _____ you can't postpone it, maybe, or ...

Trixie: ... I can't.

Shelly: ... just be a little bit late?

Trixie: ... I would _____ _____, but I'm terribly sorry, I ... I just can't.

Shelly: You'd be doing me _____ a big favour, you know. I... I really need this job. It would be such a good job for me.

Trixie: Why _____ you ask the other neighbour, Mrs. Baxter? I'm sure she _____.

Shelly: I think she's just a little bit _____ old, though, you know. I don't think she'd be very good with ... with ... the kids are too young.

Trixie: I _____ I could do something, Shelley, but I can't. I'm really sorry.

Shelly: Yeah, I know you _____. Thanks _____.

Trixie: Sure, sorry about that.

Shelly: Yeah, okay. Thanks.

Check the TRANSCRIPT on page 128 and in pairs act out the conversation.

EXERCISE TWO

Read the following conversations. Identify the setting (e.g. at work) and the relationship between the speakers. Choose from the following list of speakers.

neighbours	coach/parent
strangers	co-workers
wife/husband	brothers
friends	employee/boss
girlfriend/boyfriend	

1. A: The pipe under the sink is still leaking and you said you'd fix it two months ago. Can't you do it tonight?

   _____ (setting)

   B: No. I'm just too tired.

   _____ (speakers)

2. A: Would it inconvenience you terribly to give me a lift home? _____ (setting)

B: I wish I could, but I'm going downtown. Sorry. See you tomorrow. _____ (speakers)

3. A: Hey, I'm really stuck. Could you lend me 5 bucks? _____ (setting)

B: No way. I haven't seen the last 5 bucks I lent you. _____ (speakers)

4. A: I need a favour. Could you phone my boss and tell him I'll be 15 minutes late? _____ (setting)

B: No, I can't. I'm not going to lie for you. Phone him yourself. _____ (speakers)

A: Come on. I'm in a real hurry. I'll lend you my skis if you will.

5. A: Could you ring this up for me. I'm due for my break. _____ (setting)

B: Sorry. I'm waiting on someone. _____ (speakers)

6. A: Do you think you could move a little to the right? I can't see very well. _____ (setting)

B: Sure. No trouble. _____ (speakers)

7. A: I hate to bother you but is there any chance that I might have an advance on my pay? _____ (setting)

B: No, it can't be done. It's all done by the computer. _____ (speakers)

8. A: Oh, I'm so glad you stopped.

B: Yeah, lady, I can see you're having trouble. _____ (setting)

A: You'd be doing me such a big favour if you'd change the tire. _____ (speakers)

B: No problem.

9. A: Honey, I can't get near you. Do you think you could possibly skip the beer before you come over? _____ (setting)

B: Gee. You've never complained about it before. _____ (speakers)

Check the ANSWER KEY on page 144.

Unit 12 ASKING A FAVOUR, PERSUADING

SITUATION

A female restaurant worker asks a male co-worker to change shifts with her on the weekend. The co-worker at first refuses. The woman explains why the favour is really important to her, and uses a variety of arguments to persuade the man to change his mind.

FUNCTIONAL LANGUAGE

ASKING AND REFUSING A FAVOUR

LANGUAGE USED ON VIDEOTAPE

I really need to ask a favour of you.
Can you ...
Can't you ...?
I'm sorry. I can't.
I wish I could help you, but ...
I've got other plans.

OTHER EXPRESSIONS

Could you possibly ...
Do you think you could ...
Would you mind ...
I'd like to but ...
I'm afraid I can't ...

PERSUADING

LANGUAGE USED ON VIDEOTAPE

Come on, please ...
Come on. Just this once.
This is really important to me.
Can't you change your plans?
Listen ... I'll do ... for you ...
Look. I've never really asked anything of you before.
Remember that time I ... for you ...

OTHER EXPRESSIONS

You see ... (*explanation*)
The reason is ...
Just this once?
I really need your help. I'm really stuck.
I'm in a bind.
There's no-one else I can ask.

CULTURAL NOTES

Notice the strategies the woman uses to persuade the man to change shifts. First, she stresses how important the favour is to her, e.g. a family celebration. Then, she offers to do a favour in return, e.g. "I'll take a shift for you sometime." She tries a bribe, e.g. "I'll take two shifts for you." Finally, she plays on his guilt by reminding him of a favour she did for him in the past. However, it is not considered polite to gloat as she does when she succeeds in getting her way.

TEACHING SUGGESTION

Role Play

Do ADDITIONAL QUESTIONS on page 87. After discussing with students the strategies used by the woman to persuade the man, draw students' attention to the FUNCTIONAL LANGUAGE needed for asking and refusing a favour and for persuading someone to grant the favour. Write some possible situations on the blackboard, and have the students do unrehearsed role plays. See Unit 1 for procedures. Some possible situations are:

- a woman asking her brother to look after her garden while she is on holiday
- a teenager asking a parent for the use of the family car
- a young person asking to borrow money from a relative
- an employee asking a boss for holidays at a particular time
- an employee asking for a chance to try a more responsible job.
- a college student asking to use a classmate's computer.
- a roommate asking if his friend can stay with the two of you for a month in your small apartment.
- a friend asking you to take care of a pet for a month while she's away.

COMPREHENSION QUESTIONS

FIRST VIEWING (getting the main idea)

1. What favour is the woman asking?

2. Why doesn't the man agree to it?

3. After he refuses to help her, what does she do?

   __ She gets angry.

   __ She gives up.

   __ She keeps trying.

4. Does she finally succeed in getting what she wants?

SECOND VIEWING (listening for details)

1. What reason does she give for needing the favour?

2. What does she offer to do in exchange?

   a.

   b.

3. What favour does she remind him that she did for him in the past?

ADDITIONAL QUESTIONS

1. What body language does the woman use to convince the man she really needs help?

2. The woman doesn't give up. She uses the following strategies to persuade him to do what she wants. Number them in the order in which she uses them. Play the videotape as many times as you need to in order to do the exercise.

   ___ She makes a better offer. She tries to bribe him.

   ___ She gives a reason for asking.

   ___ She asks for a favour.

   ___ She reminds him of a favour she did for him.

   ___ She offers to do something in exchange.

   ___ She makes him feel guilty about not doing what she wants.

3. What do you think of her last remark?

4. Consider what reasons would be appropriate in this culture for asking such a favour.

Check the ANSWER KEY on page 145.

EXERCISE ONE

Listen to the videotape again and, as you listen, fill in the missing words.

Julie: Dave?

Dave: Mm huh?

Julie: Listen, I really need to ask a _____ of you. Umm. Can you take my _____ Friday night?

Dave: No, I'm sorry. I can't. I'm going _____.

Julie: Oh, you're _____?

Dave: No.

Julie: Oh, listen. Um. I'm _____ my grandparents' silver anniversary, and I am basically the organizer of it, and I really have to be there. Okay. Um ... can't you change your ...

Dave: I ...

Julie: ... can't you change ...?

Dave: ... I wish I _____ help you, you know, but I ... I've got _____ _____. Sorry.

Julie: Um ... well, hey, listen! I will take a shift for you _____ _____ _____. How about I take the Saturday night shift for you, okay?

Dave: No, I've ... I've got to ... I've got to work.

Julie: Um, well, how about Sunday night shift? I'll take two shifts for you. _____ _____?

Dave: No, I ... I'm not working Sunday, I'm just working Saturday.

Julie: Okay, well _____! Dave, I've never really _____ anything from you before, so you know, come on, I mean _____ _____ _____.

Dave: It's hard _____ to get a _____, I really ... I really don't want ...

Julie: Ooohh!

Dave: ... to give it up, you know.

Julie: Ooh! I tell you _____. Umm. Well, hey, you know, remember that time about two months ago, like, I ... you know ... I took two of your shifts when you asked me to, you know, and _____ _____ ... it's not that ... it's not that hard. I mean I ... I'll talk to your date, okay? How's that?

Dave: You ... you'll talk ...

Julie: Well, _____ _____ please. Remember that time I did that for you? This is really important to me.

Dave: All right, okay.

Julie: Thank you, I knew you would!

Check the TRANSCRIPT on page 129 and in pairs act out the conversation.

EXERCISE TWO

A man is asking his friend to help him move. Fill in the blanks to create a possible conversation.

Bob: _____
(He asks the favour.)

_____.

Alan: Oh, I'm sorry. I can't. I'm busy that day.

Bob: _____
(He asks again and gives a reason.)

_____.

Alan: I'm afraid I can't. My wife wants me to help her that day.

Bob: _____
(He asks again and offers to do something in exchange.)

_____.

Alan: I wish I could help you, but my wife needs my help. I don't want to upset her.

Bob: _____
(He makes him feel guilty.)

_____.

Alan: Yes, you're right. You've never asked for help before.

Bob: _____
(He reminds him of a favour he did for him in the past.)

_____.

Alan: Yeah, yeah, I remember. You **did** drive my wife to the hospital when I was out of town. Oh, I guess I could help you move. My wife'll understand.

Bob: _____

_____.

Check the ANSWER KEY on page 145.

Unit 13 DEDUCTION, ADVICE

SITUATION

A policeman is talking to a couple in their home after a robbery. They talk about how it might have happened, and the policeman gives the couple some advice on burglar-proofing their home.

FUNCTIONAL LANGUAGE

DEDUCTION

LANGUAGE USED ON VIDEOTAPE

It sounds like what happened was ...
Perhaps it might have been ...
I guess it was ...

OTHER EXPRESSIONS

He must be ...
She must have been...
He could have ...
He might have ...
He seems to ...
It looks like ...
I'll bet ...
Chances are ...
I wouldn't be surprised if ...
She probably ...

ADVICE

LANGUAGE USED ON VIDEOTAPE

You must ...
Have you thought about ...

OTHER EXPRESSIONS

You should have ...
Why don't you ...
I suggest ...
I recommend ...
I'd advise you to ...
It's a really good idea to ...

CULTURAL NOTES

This conversation is typical of the interaction between the police and the victims of a robbery in Canada. Notice how helpful and non-threatening the policeman is. In fact, he is trying to educate the couple a little in order to prevent other robberies.

TEACHING SUGGESTIONS

Discussion Topic

Compare the way police act in various countries as well as the attitudes of people in different countries towards the police.

Controlled Oral Practice

Use this lesson to practise indirect speech. Have the students work in pairs with one of them pretending to be either the husband or wife phoning a relative to explain what happened.

Use the situations in EXERCISE TWO on page 96 to practise the FUNCTIONAL LANGUAGE. Have the students work in pairs. One person reads the situation aloud and the other makes an appropriate response.

Mock Trials

Mock trials are another way of teaching listening and speaking skills through content material and can be followed up by a visit to a court house. In British Columbia, The Law Courts Education Society provides materials for a mock trial.

Strip Story

Divide the students into groups of seven. Put the following conversation onto strips of paper and give each student one strip. The strips should be distributed in random order as the purpose of the activity is to put the strips together to make a logical conversation. Since they have to do it orally, encourage the students to memorize what is on their strip of paper.

Woman:	Oh Laura. I'm so glad you're home. We were robbed today in the middle of the day.
Sister:	How awful. Was anything taken?
Woman:	Yes, but **it looks like** the burglar was scared away when Bobby came home because only a few things were taken from the bedrooms.
Sister:	The burglar **might have been** a drug addict.
Woman:	That's possible. But what's really bothering us is, we don't know how he got in.
Sister:	**I wouldn't be surprised** if he had a key. You really should change that lock. Do you think you'll get your stuff back.
Woman:	Well, **chances are** we won't.

COMPREHENSION QUESTIONS

FIRST VIEWING (getting the main idea)

1. Where are the people?

   ___ at the police station

   ___ at home

   ___ at the doctor's office

2. What has happened?

   ___ A burglar broke into their home in the middle of the night.

   ___ A burglar kidnapped their son.

   ___ The burglar was in the house when their son came home in the afternoon.

3. Was anything stolen?

SECOND VIEWING (listening for details)

1. Where was the boy when he heard a noise?

2. Why does the policeman say that it was a good thing that the boy didn't go into the bedroom to see what the noise was?

3. What part of the house were things taken from?

4. How do you know they have no idea how the burglar got into the house? (What does the policeman say?)

   "There were _____"

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5. What does the policeman suggest they do to improve their security?

   a.

   b.

6. Why don't they have a dog?

7. What is the policeman's opinion of alarm systems?

8. The policeman said, "Did you have your _____ engraved on the _____? It is a very easy way to _____ stolen goods."

9. Why is the man particularly interested in getting the stamp collection back?

10. How do you know the couple has a little boy and not a teenager?

11. What does the couple have to do for the policeman?

12. What does the policeman give them?

    a.

    b.

13. Check all the words which describe the policeman. He is:

___ friendly	___ helpful	___ disgusted
___ frightening	___ authoritarian	___ rude
___ demanding		

ADDITIONAL QUESTIONS

1. Why doesn't the policeman seem to be threatening?

2. In what way does the woman's behaviour seem strange? Why do you think she behaves that way?

3. Why does the policeman give them a case number?

Check the ANSWER KEY on page 146.

EXERCISE ONE

Play the videotape again and, as you listen, fill in the missing words.

Policeman: And about what time do you think the _____ occurred?

Mr. Smith: Well, Billy came home from Cubs at about _____ and he heard a _____ in the bedroom, _____ he was in the bathroom. I suppose he should have gone and _____ to see who it was?

Policeman: No, no, that's not a good idea. You never know if these burglars are _____ or not.

Mr. Smith: Oh.

Policeman: _____ like ... what happened was ... your son came home and surprised the burglar, because only _____ from the bedroom have been taken. The drawers were gone through, and things like that. Do you know how the burglar _____ _____?

Mr. Smith: You know, I've been thinking that perhaps it _____ have been through the _____ door. We've been needing a new lock on it. It's been giving us lots of trouble, and ... I guess it was just that time.

Policeman: Yes. I looked at that door. There were no signs of _____ entry. Uh, uh, you really _____ get a new lock put on that door, tomorrow.

Mr. Smith: Yes, officer, yes, I agree.

Policeman: Have you thought about bars on the _____ windows?

Mr. Smith: Bars on the windows, for what purpose?

Policeman: It's very easy to _____ _____ one of those windows, and gain entry that way.

Mr. Smith: Oh? What about just getting a ... an alarm system?

Policeman: Alarm systems can be very _____, but it's a really good idea.

Mr. Smith: Yes?

Policeman: It's worth looking into, yes.

Mr. Smith: Mm huh!

Policeman: A lot of the neighbours round here have dogs. Have you _____ _____ getting a dog?

Mr. Smith: Oh, my wife's terribly _____.

Policeman: Is she?

Mr. Smith: Yes.

Policeman: That's too bad.

Mr. Smith: So, uh, uh, uh, do you think there would be any _____ of us getting any of our valuables back?

Policeman: Did you have your _____ _____ _____ engraved on any of the items?

Mr. Smith: Oh, we _____ have done that.

Policeman: Yeah ... that's ... that's very important. A lot of people are doing that these days. It's a very easy way to _____ stolen goods.

Mr. Smith: You know, officer, Billy's _____ collection was taken and he's very attached to it. It's his hobby, and ... we'd really like to get it back. Do you think there's any _____?

Policeman: Well, there is ... there's a _____ chance of getting the stamp collection back.

Mr. Smith: Hmmm!

Policeman: Do you know anything else that was taken?

Mr. Smith: Well, I could make you a _____. I ...

Policeman: Yeah.

Mr. Smith: ... I'm sure.

Policeman: That's a good idea. Make me a list. Give me a call, and uh ... this is your _____ number.

Mr. Smith: Uh huh.

Policeman: My name and my phone number where you can _____ me.

Mr. Smith: Oh, yes.

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Policeman: And if you think of anything, phone me. I should be in _____ with you in about a week.

Mr. Smith: Very good. Thank you officer.

Policeman: Have a good afternoon.

Mr. Smith: Yes, thank you.

Check the TRANSCRIPT on page 129 and in pairs act out the conversation.

EXERCISE TWO

Using the FUNCTIONAL LANGUAGE on page 90, make an intelligent guess about what has happened in the following situations.

1. You've moved to a different house and since the move you haven't been able to find your cassette tapes or your compact discs. What do you think has happened to them?

2. The car won't start. What do you think is wrong?

3. Harry has a very bossy wife who doesn't like his friends. She thinks they all drink too much. They don't phone Harry any more. What do you think happened?

4. John looked at a house last week but he didn't buy it. What do you think happened?

5. John and Mary were going to get married. The date was set and the invitations had been sent out when suddenly the wedding was postponed. What do you think happened?

6. Your son's girlfriend left a message on the answering machine. She was very angry and said that she never wanted to see him again. What do you think happened?

7. Your cat hasn't come home for three days. What do you think happened?

8. Your friend never misses his English class, but he's absent today. What do you think is the problem?

9. You just got a message that your 19-year-old son can't get back from a ski resort. You know the highway is very bad. What do you think is the problem?

Check the ANSWER KEY on page 146.

Unit 14 DISAGREEING STRONGLY

SITUATION

A few workers are relaxing at coffee break. One worker expresses satisfaction that they are going to have a strike vote. Another worker is opposed to a strike. A loud argument follows.

FUNCTIONAL LANGUAGE

DISAGREEING STRONGLY

LANGUAGE USED ON VIDEOTAPE

What do you mean you're not ...?
Use your brains. You've got to ...
Come on, you have to.
That's ridiculous.
Look at it this way.
What do you mean, what do you mean.
Come on, you're being a bit ridiculous.
Look. Listen.
Don't tell me to use my brains.
I don't want to ... and I have my reasons for it.
I don't want to ... and my reasons are ...
Put yourself in my shoes.
Why are you getting so uptight about this?
Why don't you try to be reasonable?
Look, I understand you, but ...
Don't yell at me.

OTHER EXPRESSIONS

I disagree with you.
I don't agree with you.
I don't think so.
Come off it. You know that's not true.
What are you afraid of?
How can you say that?

CULTURAL NOTES

These two workers have probably known each other for a long time and feel that they can disagree strongly with each other without destroying their working relationship. Notice that the speakers back up their points of view with good reasons.

TEACHING SUGGESTIONS

An Argument

Decide on a controversial topic such as abortion, strikes, unions, euthanasia, spanking children, or sending refugees back to their native countries. Divide the class into two groups, one for and one against the idea. Have each group think of as many arguments as possible to support their positions. Then each student has to choose a partner from the opposite group in order to have a **heated** argument. Encourage them to use the FUNCTIONAL LANGUAGE.

Listening Activity

The Law Foundation of B.C. sponsors an automated "touch-tone" system featuring recorded messages on legal subjects. Brochures listing the subjects and transcripts of the messages are available. As a listening exercise ask the students to phone the Dial-a-Law number, 687-4680 (in Vancouver), or 1-800-972-0956 (elsewhere in B.C.). Have them request the message you wish them to listen to, and either find out specific information or do a cloze. Some of the subjects available on tape are:

- Real Estate Law
- Landlord-Tenant Law
- Small Claims Court
- Civil Rights
- Employment Law
- Employment Benefits
- Medical/Mental Health Law
- Immigration Law

(Dial-a-Law or similar services operate in some other Canadian cities. Consult your local bar association or law society office.)

COMPREHENSION QUESTIONS

FIRST VIEWING (getting the main idea)

1. What are the man and woman discussing?

2. What does the man want the woman to do?

3. What is she afraid of and why?

SECOND VIEWING (listening for details)

1. Why does the man say the woman doesn't have to worry?

2. What are some of the man's complaints about the working conditions?

   a.

   b.

   c.

ADDITIONAL QUESTIONS

1. What are some of the expressions used to show they are having a heated disagreement? e.g. "That's ridiculous."

   a.

   b.

   c.

Check the ANSWER KEY on page 147.

EXERCISE ONE

Listen to the videotape again and, as you listen, fill in the missing words.

David: Well, we finally get to vote on the _____ today.

Beatrice: I'm not _____.

David: What d'you mean, you're not voting?

Beatrice: I'm not voting.

David: Use your _____, you've got to vote.

Beatrice: Don't tell me to use my brains. I don't want to vote and I have my _____ for it.

David: Come _____, you have to.

Beatrice: No, I don't.

David: We _____ have to vote.

Beatrice: That's ridiculous. I don't want to vote. And my reasons are if we do ... strike, and it doesn't ... nothing happens, then what? Then I _____ a job? I've got three kids to ...

David: What do you mean, what do you mean, lose a job? You're not going to lose your job because you take a vote ...

Beatrice: Look, I can't take that _____.

David: You're _____ by the law.

Beatrice: I can't take that chance to lose my ... any kind of income at all. I have three _____ to look after.

David: Look at it this way. You got three kids to look after. They're going to give you five cents an hour now and five cents in six months. That is not going to get you any _____ _____ ... You think ...

Beatrice: Look, I understand your ... what you're trying to do. Put yourself in my _____, okay?

David: What does five cents an hour buy your kids?

Beatrice: Put yourself in my shoes, okay?

David: No, put yourself in your own shoes, _____ _____ _____.

Beatrice: Why are you getting so uptight about this? Why don't you try to be _____?

David: I am being reasonable and logical about this. Our wages are _____ _____ inflation.

Beatrice: Come on, you're being a bit ridiculous.

David: The workers at the other _____ are making a lot ... lot more money than we are.

Beatrice: Look, David, I understand you.

David: We don't get any pay for overtime.

Beatrice: Don't _____ at me!

June: Okay, you guys. Look. It's time to go, okay?

Beatrice: Let's go, this is ridiculous.

David: _____ it!

Beatrice: You ...

Check the TRANSCRIPT on page 131 and in pairs act out the conversation.

EXERCISE TWO

The following is a conversation between two roommates. Complete the conversation using aggressive, forceful language. Refer to the list of FUNCTIONAL LANGUAGE on page 98.

Susan: When are you going to do those dishes? It's your turn and they've been there for hours.

Donna: I'm going to do them in the morning. I'm too tired now.

Susan: _____? You have to do them now.

Donna: No, I don't. I'll do them in the morning.

Susan: _____, I know you. You won't do them in the morning either.

Donna: _____.

Susan: I'm **not** yelling!

Donna: _____?

Susan: I'm not getting upset. I just like a clean kitchen. We'll have mice and cockroaches if you don't clean up.

Donna: _____.

Susan: Ridiculous, ridiculous! I'm going to bed.

Check the ANSWER KEY on page 147 for a sample conversation.

Unit 15 DISAGREEING POLITELY

SITUATION

Two neighbours are having coffee together. They start discussing a neighbourhood development. They disagree about the building, but don't want to quarrel with each other, or damage their friendship.

FUNCTIONAL LANGUAGE

POLITE DISAGREEMENT

LANGUAGE USED ON VIDEOTAPE

Do you think so?
I don't see it that way myself.
I don't think it'll be too bad.
I can understand that but ...
I suppose it is, but ...
....., don't you think?
Think about it this way.
That would be nice, but ...
I'm kind of partial to ...
I guess you can say that, but ...

OTHER EXPRESSIONS

That may be true but ...
I prefer ...
I don't think so.
I'm not so sure.
That's true but ...
Look at it this way.
You may be right, but ...
I guess it is, but ...
I guess he is, but ...
I wish I could agree with you, but ...
I wouldn't say that.
I see what you mean, but ...

CULTURAL NOTES

The two women don't pretend to agree with each other. However because they don't know each other very well, they are very polite, and each acknowledges the other person's point of view before disagreeing and presenting her own viewpoint. e.g. "Yeah, I can see that, but ...", "Yeah, I understand that, but ...".

TEACHING SUGGESTIONS

Simplified Debates

The Whole Class

Have the class select a controversial topic to discuss. Then brainstorm and list the arguments for and against in two columns on the blackboard. Divide the class into two groups. Taking turns, each student in each group has to select an argument from the list and present it to the class using the FUNCTIONAL LANGUAGE on page 103.

In Pairs

Divide the students into pairs and give each pair a controversial topic to discuss in front of the class. The two partners must take opposing positions. Allow the students a few minutes to develop their arguments, and remind them they will be expected to use the FUNCTIONAL LANGUAGE on page 103. Add your own to the following list of topics.

- getting married young versus waiting until you are older
- a mother with young children getting a job versus staying home with the children
- living in the city versus living in a small town
- arranged marriages versus love marriages
- the advantages of one sport versus another
- abortion, for and against
- landlord problems versus tenant problems

Discussion Topic

This vignette could lead to a discussion on Canadian attitudes towards development, redevelopment, neighbourhood changes, urban living, expectations of available housing, and offshore ownership.

Functional Language Practice

Use EXERCISE TWO on page 108 for oral practice of the FUNCTIONAL LANGUAGE. Have the students work in pairs.

COMPREHENSION QUESTIONS

FIRST VIEWING (getting the main idea)

1. What are the women discussing?

2. What is it going to replace?

3. Do they agree?

4. Are they upset with one another?

SECOND VIEWING (listening for details)

1. Why is one woman in favour of the new building? What does she say the advantages are?

   a.

   b.

   c.

   d.

2. What does she say about the plumbing and what does it mean?

   The plumbing _____

   It means _____

3. Why does the other woman object to the new building?

   a.

   b.

   c.

4. At the end of the conversation, what do the women agree to do?

ADDITIONAL QUESTIONS

1. What expressions do the women use to acknowledge each other's point of view? For example, one woman says, "I can understand that, but .....". Give other examples.

   a.

   b.

   c.

   d.

Check the ANSWER KEY on page 148.

EXERCISE ONE

Listen to the videotape again and, as you listen, fill in the missing words.

Julie: So, what do you think of the ... uh ... new _____ that's going up at 14th and Commercial?

Shelley: Oh, yeah, I think it'll be beautiful. It'll be a nice building.

Julie: Do you think _____?

Shelley: Mm huh!

Julie: Well, I don't really _____ _____ that way myself. I mean, it is going to _____ _____ the sun.

Shelley: Oh, yeah, I can see that, for maybe a _____ around. But I don't think it'll be too bad, don't you think?

Julie: Mmmm. No. The _____ that's there now, you know, that ... that old historical house, you know. That big brown one, with the gables and everything. It's beautiful.

Shelley: Yeah, yeah, I can understand that, _____ ... It is a little bit old.

Julie: Yeah ... I _____ it is, but ...

Shelley: The _____ is probably shot in it anyway.

Julie: Yeah, I guess, but, you know, I mean. I think it's _____ to fix it up, don't you think? I mean, compare that to an apartment building, and ...

Shelley: Yeah, but think about ... think about it this way. You _____ move into that apartment and you ... it would

be way better than this. You'd probably pay the same rent and have a much ... you'd have a _____ ...

Julie: Yeah ...

Shelley: Maybe a sauna, wouldn't that be great, don't you think?

Julie: Mmmm, yeah, that would be nice, yeah, that would be nice, but, I kind of like the old _____, you know. I'm kind of partial to the sort of homey feeling myself.

Shelley: Oh yeah, yeah, that's you.

Julie: Yeah, I guess it is.

Shelley: I can understand that.

Julie: But I mean, I realize, yeah I see that there's a _____ in housing and everything.

Shelley: Yeah, there sure is!

Julie: But ... still, I don't know. I like Vancouver with its old houses and stuff. I think ... I think these highrises are really going to destroy the whole _____, you know.

Shelley: Well, Julie, yeah, I guess you can ... I guess you can say that. But ... you really have to _____.

Julie: Yeah, yeah, I suppose ...

Shelley: You've got to think of the future of ... of the city.

Julie: Yeah.

Shelley: I mean, it would be much better ... they'll put in ... they'll put in a new shopping mall, probably, and the property values will go _____ _____. It'll be great.

Julie: Yeah, maybe, maybe. You know what we should do, though. We should go down there when it's built and we should take a look at some of the rooms and see what they're _____.

Shelley: Yeah, I'd love to do that.

Julie: Yeah, let's _____ a _____, okay?

Shelley: Sure, let's do that.

Julie: Okay.

Shelley: And we'll find out.

Julie: Great!

Check the TRANSCRIPT on page 132 and in pairs act out the conversation.

EXERCISE TWO

Choose appropriate expressions from the FUNCTIONAL LANGUAGE on page 103 to complete the following conversations. Try to use as many different expressions as possible.

1. A. You know, people in Vancouver don't work very hard.
   B. _____
   but they really know how to enjoy their leisure time.

2. A. That dress is so cheap you really should buy it. It would look great on you.
   B. _____
   but I really don't need a new dress right now.

3. A. Canadian teenagers are so rowdy.
   B. _____
   but I admire their independence.

4. A. Vancouver sure has a lot of drunks.
   B. _____.
   It depends what areas you are in.

5. A. My boyfriend's going to move in with me next week. Isn't that great?
   B. _____
   but what will your mother say?

6. A. I borrowed another $10 from my brother and I never pay him back. He's such a soft touch.

   B. _____

   but he probably doesn't like you very much.

7. A. He's never going to marry her.

   B. _____

   but they seem to enjoy going out together.

8. A. I think it's awful that those people are on strike. It's so inconvenient.

   B. _____.

   They don't get paid very much.

9. A. I don't see how she can go out with him. He's so rude to her friends.

   B. _____

   but some of them are really crazy.

10. A. I don't know how he can stand working there. It's so noisy and dirty.

    B. _____.

    The pay is reasonable.

Check the ANSWER KEY on page 148 for possible answers.

Unit 16 BLAMING, DENYING, ASSERTING ONESELF

SITUATION

This conversation takes place in a garage between an overworked mechanic and his supervisor. The supervisor blames the mechanic for not doing his job properly, and the mechanic denies that the problems on the job are his fault.

FUNCTIONAL LANGUAGE

BLAMING

LANGUAGE USED ON VIDEOTAPE

What's going on?
You could have ...
You've always got an excuse for everything.
You've always got something to say to me.
I expect things from you.

OTHER EXPRESSIONS

Who did this?
Why didn't you ...
That's no excuse.
It's your fault.

DENYING BLAME/ASSERTING ONESELF

LANGUAGE USED ON VIDEOTAPE

You told me to ...
You can't blame me for that.
That was Joe's work.
You know I didn't do that. You know I always ...
You can't blame me for everything.
Give me a chance.

OTHER EXPRESSIONS

That's not true.
That's not right.
That's unfair.
Don't blame me.
It's not my fault.
I couldn't help it because ...

CULTURAL NOTES

Notice how the mechanic stands up to his boss, which is perfectly all right in this situation. He doesn't accept unfair criticism and gives reasons.

Point out the discrepancy between the mechanic's assertive language and his deferential body posture. This seems to suggest a timid person who feels a sense of injustice in the unfairness of the criticism, so has to force himself to speak up in his own defence.

TEACHING SUGGESTIONS

Discussion Topics

Discuss the relationship between the two men. In doing so, consider the questions asked in the section ADDITIONAL QUESTIONS.

Have students discuss whether they agree with the point of view of the boss or the mechanic.

Compare working relationships in Canada and in other countries.

Controlled Oral Practice

Use EXERCISE TWO on page 116 to practice the FUNCTIONAL LANGUAGE. Have the students work in pairs. One person has to start the conversation and the other makes an appropriate response remembering to give a reason.

COMPREHENSION QUESTIONS

FIRST VIEWING (getting the main idea)

1. Where are the men?

   ___ at a factory

   ___ at a tire store

   ___ at an autobody shop

   ___ at a garage

2. What are their occupations?

   a.

   b.

3. What is the man in the white shirt doing?

   ___ He's asking a favour.

   ___ He's complaining about Eddy's work.

   ___ He's praising Eddy.

   ___ all of the above

4. Does Eddy think the boss is fair?

5. How does Eddy respond? In other words, what does he do? Check all the correct answers.

___ He stands up for himself. He defends himself.

___ He quits.

___ He refuses to accept the blame for everything.

___ He suggests a way to solve the problem.

SECOND VIEWING (listening for details)

1. Why is Mr. Sortino, the customer, upset?

2. What did the mechanic say the boss had told him to do that morning?

   a.

   b.

3. What was the other customer, Mrs. Sprostokovich, complaining about?

4. What's wrong with the steering wheels?

5. What does the mechanic suggest to improve the situation?

   a. wiping his hands better

   b. hiring his brother-in-law

   c. hiring another mechanic

   d. firing Joe

6. Which of the following reasons does he give to defend himself? Check all the correct answers.

   ___ The boss didn't tell him to do that.

   ___ They are short of mechanics.

   ___ They didn't get the part in time.

   ___ It was Joe's work.

   ___ Mr. Sortino didn't bring his car in.

   ___ The boss told him to do something else.

7. Why doesn't the boss want to hire another mechanic?

8. What does "The engine is missing" mean?

   ___ They lost the engine.

   ___ There's something wrong with the timing so the engine doesn't run smoothly.

ADDITIONAL QUESTIONS

1. How well do you think the men know each other?

2. How long do you think the mechanic has worked there? Why?

3. How would you describe the boss' personality?

4. Do you think Eddy is a good mechanic?

5. Is the way he stands up for himself appropriate in this situation? In other words, is the way he talks to the boss suitable?

6. At one point in the conversation, the boss says "Yeah, yeah, yeah." What does he mean?

7. Is there anything unusual about their language?

Check the ANSWER KEY on page 149.

EXERCISE ONE

Play the videotape again, and as you listen, fill in the missing words.

Boss: Eddy, Eddy, Eddy, we got a problem. Mr. Sortino called. His car is _____ _____ _____ ready by noon. It's not done. What's going on?

Mechanic: Yeah ... you told me to change the oil.

Boss: Well, I did tell you to change the oil. You _____ _____ done that earlier this morning.

Mechanic: But wait a second. You told me to change your wife's snow _____ this morning.

Boss: You've always got an _____ for everything, don't you? Look, look! Mrs. Sprostokovich calls ... her _____ still missing.

Mechanic: You can't _____ me for that. That was Joe's work. Joe did that work.

Boss: You're blaming Joe for everything. Now look, there's _____ on the _____ wheels, eh. Now ...

Mechanic: You know I didn't do that. You know I always clean my hands off before I drive a car.

Boss: Yeah, you clean your hands. You've always got something _____ _____ to me, don't you Eddy?

Mechanic: Well, you can't blame me _____ everything.

Boss: Well, Eddy, we're a busy, busy place. We got a business _____ here, and I _____ things from you.

Mechanic: We need more mechanics because it's busy.

Boss: We need more mechanics! Well, what do you, what do you think, I'm Midas here? Do you _____ _____ got money to pay everybody?

Mechanic: One more mechanic would take the _____.

Boss: One more mechanic, eh, like that _____ who came in yesterday, _____ your brother-in-law?

Mechanic: He _____ my brother-in-law, and you know it.

Boss: Yeah, yeah, yeah.

Mechanic: Give me a _____.

Boss: Eddy, I'm giving you a chance. You get that _____ done that I just told you about, and you _____ it done fast, all right?

Mechanic: All right! But stop _____ me ...

Boss: All right and get _____ work!

Check the TRANSCRIPT on page 133 and in pairs act out the conversation.

EXERCISE TWO

Using the FUNCTIONAL LANGUAGE make an appropriate response to the following ***unfair*** *criticisms. Give a reason too.*

1. Mother: You didn't clean up the kitchen last night.
   Daughter: _____
   _____.

2. Boss: You didn't lock up when you left.
   Employee: _____
   _____.
   Boss: You've always got an excuse for everything.

3. Boss: You didn't turn off the electric typewriter.
   Employee: _____
   _____.

4. Wife: There's dirt all over the rug. You never wipe your feet.
   Husband: _____
   _____.

5. Friend: You're late again.
   Friend: _____
   because _____.

6. Mother: You broke the window again.
   Child: _____
   _____.

7. Wife: You lost your keys again? You're always losing your keys.
   Child: _____
   _____.

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8. Husband: We've missed the ferry. It's your fault.

   Wife: _____

   _____.

   You can't blame me for everything.

9. Mother: You put my good wool sweater in the dryer and it shrank! How could you do that?

   Daughter: _____

   _____.

10. Mother: How could you come to the restaurant wearing jeans? I know you had to work, but you knew I wanted you to dress up for grandma's birthday.

    Son: _____

    _____.

Check the ANSWER KEY on page 149 for possible answers.

TRANSCRIPTS

Unit 1.
SMALL TALK:
OLD FRIENDS

Al: Bill!
Bill: Hey, Al, how are you?
Al: Not too bad, and yourself?
Bill: Oh, I'm doing really great. Long time no see eh!
Al: Yeah, it's been awhile, hasn't it?
Bill: Yeah, I guess so. Hey, are you still working for CKVU?
Al: Yeah, I sure am. Yeah, it's a ... it's a .... it's a long climb up the ladder but ...
Bill: But it'll be a great job though.
Al: Oh, yeah, it'll be worthwhile in the end.
Bill: Yeah ..., so I'm still working for Esso ... I'm managing the place though now.
Al: Yeah, that's what I heard. Somebody, I can't remember who ... someone was telling me.
Bill: Oh, uh , who knows, it could have been anybody I suppose. Uh, so ... so how's your sister?
Al: Good, good. She just graduated from Langara, Nursing Department.
Bill: Oh that's ... She'll ... there's lots of positions about, I hear.
Al: Yeah, yeah. She's got a job lined up already.
Bill: Oh, good deal! Eh, do you ... do you ever see anything of Dave?
Al: No, I haven't seen him in two years probably.
Bill: Well, it's been almost that long for me, but I've heard, like, that he's lost almost all of his hair now ... too much, eh?
Al: That poor guy, I don't know, you know.
Bill: So hey, we should go out sometime.
Al: Yeah, we should. We should get together for a beer, maybe go see a game or something.
Bill: Yeah, right. Come by the station. It's at 41st.
Al: 41st and Granville, right?
Bill: Yeah.
Al: Okay, I will.
Bill: What are you driving?
Al: Oh, I got my Audi.
Bill: Oh, great.
Al: Yeah. I haven't even got my keys... I've got ... I've ... you give me a call.
Bill: I will.
Al: Drop in!
Bill: Will do.
Al: Okay!
Bill: Okay!
Al: Well, see you later.
Bill: Yeah, see you later.

Units 2A & 2B. SMALL TALK: STRANGERS

A.

Man: Excuse me, could I sit here?
Woman: Sure.
Man: Thank you! ... Pretty busy today.
Woman: Uh huh.
Man: Do you study here?
Woman: Mm huh.
Man: What do you study?
Woman: English.

B.

Man: Hi, is it all right if I sit here?
Woman: Mm ... Sure.
Man: Thanks ... Pretty busy today, huh?
Woman: Oh, yeah, it was wild!
Man: Yeah, I don't think I've lined up like that for ... for ages.
Woman: Yeah.
Man: PNE or something like that.
Woman: Mm huh ... I was there for about an hour and a half.
Man: Really?
Woman: Mm huh.
Man: What are you studying?
Woman: Umm, English.
Man: Mmmm.
Woman: How about you?
Man: Math.
Woman: Oh!
Man: And one Science course.
Woman: So ... is it a heavy workload?
Man: Probably, but ... you know ... that's the way it goes.
Woman: Yeah, right.
Man: Is this the first time you've studied here?
Woman: Yeah, yeah, it seems really crowded, you know.
Man: Yeah, it's more crowded than last year. I was here last year, too, and it was nowhere near this bad but ...
Woman: Hm.
Man: You know, it goes like ...
Woman: Yeah, right.
Man: More people all the time. My pizza's kind of cold.
Woman: Yeah, mine is too. It's really quite gross.
Man: Yeah ... think they'd get better food.
Woman: Oh, well, maybe tomorrow. So, umm. I guess I'd better get to class.
Man: Mmmm ... yeah.
Woman: Maybe, I'll see you around.
Man: All right.
Woman: Okay. Well, good luck!
Man: Nice meeting you!
Woman: Nice meeting you! ... Bye.
Man: Bye.

Unit 3. SMALL TALK: A SOCIAL EVENT

Sally: Hi!
Jane: Oh, hello. My name is Jane Watson.
Sally: Hi, I'm Sally Ruthers.
Jane: Hi! Nice to meet you!
Sally: Nice to meet you too. You a friend of the bride or the groom?
Jane: Yes, Judy is my best friend.
Sally: Oh. I'm ... mmm ... I'm the groom's best man's girlfriend.
Jane: Oh!
Sally: It's a nice place.
Jane: Yeah, Yeah.
Sally: I've never been to this hall before.
Jane: Oh, I have. I've been to a few weddings here.
Sally: Have you?
Jane: Yeah.
Sally: Oh. That's weird.
Jane: Yeah.
Sally: Nice bridesmaids' dresses, don't you think?
Jane: Oh, weren't they pretty.
Sally: They were really nice, yeah.
Jane: Just ... just like out of a fairy tale or something.
Sally: The sandwiches look really good.
Jane: Yeah.
Sally: Have you had any of these?
Jane: Oh, I had a ham and cheese earlier.
Sally: Was it good?
Jane: Oh, yeah, it was. It was pretty good.
Sally: I can't eat ham. I'm allergic to it.
Jane: Oh!
Sally: Yeah, but the egg looks good. Oh ... oh, there's my boyfriend. I think I'll just go over there.
Jane: Oh.
Sally: It was nice meeting you.
Jane: Oh, yes, you too.
Sally: See you later.
Jane: I think I'll go and get another drink.
Sally: Okay.
Jane: Bye.

Unit 4. INSTRUCTIONS, CLARIFICATIONS

Manager: So, this here is the restaurant's microwave.
Employee: Okay.
Manager: You're going to be using this from time to time and, for example, one of the things you're going to be making in it is a baked potato.
Employee: Mm huh.
Manager: Okay. First of all, with the potato, poke some holes in it with a fork unless ... it will explode in the microwave if you don't put the holes in it.
Employee: All right.
Manager: First of all you open the door up. It's very simple to open the door. You put the potato in the middle. It cooks better that way. Do you follow me?
Employee: Yes.
Manager: Next you want to select the power level.
Employee: I didn't catch that. What?
Manager: You want to select a power level. Do you see the button here?
Employee: Oh.
Manager: It says power level.
Employee: Oh, I see. Yes.
Manager: Do you understand?
Employee: Yeah. Okay
Manager: Okay ... You press the power level and, for a potato you want 9, which is high. If you look down here, you have a list of the power levels. Number 9 is high. It starts at number 1 which is low.
Employee: Okay.
Manager: It goes through that.
Employee: I understand.
Manager: Do you understand that?
Employee: Yes.
Manager: So you want 9. It's already at 9. Say if you pressed power level and it came up 5, you would just press 9. Are you with me?
Employee: Yes.
Manager: Good.
Employee: I'm following you.
Manager: Good. Next, you want to select a time. A baked potato is around 4 or more minutes depending on the size. So press the 4 ...
Employee: Sorry, can you say that again?
Manager: Depending on the size, the baked potato takes around 4 or 5 minutes to cook.
Employee: Right.
Manager: Okay. You press the 4 and then 2 zeros. There you see, you have 4 minutes.
Employee: How ... how did you get that?
Manager: 4 ... 4 ... then 2 zeros. Do you understand that?
Employee: Okay, let me get this right.
Manager: You try.
Employee: Mmmm ... I press time ...
Manager: Mm huh.
Employee: And then I press 4, 0, 0 minutes.
Manager: That's right! You have 4 minutes. Now do you understand that?
Employee: Okay, I'm clear about that. Okay.
Manager: Good.
Employee: Then what?
Manager: Then ... simply just press "start".
Employee: And that's it?

Manager: That's it. Very simple. Very convenient. Would you like to try that?
Employee: Okay.
Manager: Right, to stop it ...
Employee: What? To stop it, what?
Manager: You just open it.
Employee: Oh, okay.
Manager: Now you try.
Employee: Okay ... I ... I ... I put the potato in.
Manager: Correct.
Employee: And I close the door.
Manager: Correct.
Employee: And I press power level ...
Manager: That's right.
Employee: And I press 9.
Manager: You got it.
Employee: And I press time.
Manager: Very good.
Employee: And ... 4 minutes ...
Manager: That's right. It's not so bad, is it?
Employee: Great.
Manager: Right, now get to work. Go clear some tables out in section 4. Right?
Employee: Oh, sure. All right.
Manager: See you later.

Unit 5. INSTRUCTIONS, CLARIFICATIONS

Clerk: Hello.
Man: Hi.
Man: I'm ... I'd like to apply for UIC.
Clerk: Sure. The forms are right over here.
Man: Okay. These forms?
Clerk: Mm hum.
Man: This is the only form?
Clerk: Yeah, that's the only form.
Man: I fill this out now?
Clerk: Mm hum.
Man: All right. Okay. Last name ... it goes first and, what's this ... this box here?
Clerk: Which box?
Man: This one, B.
Clerk: Where?
Man: Just ... just fill it all in?
Clerk: Yes, just fill it all in. You'll see all the information right on there.
Man: Uh, ... Okay ... Employment history, what's that?
Clerk: Wherever you worked for in the past?
Man: Like my last job?
Clerk: Yes, right. Okay? Is that clear?
Man: Like ... like all my jobs?
Clerk: Yeah, all your jobs. It's quite straightforward actually.
Man: Okay ... I need the address then, too, right?
Clerk: Mm hum.
Man: What if I don't have it?
Clerk: You don't have your separation slips?
Man: What?

Clerk: Your records of employment. You don't have your records of employment from your boss? You know, where you've worked before. Where did you last work?

Man: At the Midas Muffler.

Clerk: Okay, well, you'll need your ... your records of employment from Midas Muffler.

Man: Oh, that's the ... the thing you get that says ... um ... how many weeks you worked?

Clerk: That's right, that's right.

Man: Okay, he's got that made up. I just didn't bring it in.

Clerk: Okay, well ...

Man: So will I bring it in ... I bring it in and I get a cheque, right?

Clerk: That's ... no, no, no, no, no. You'll bring that in. We'll process that and then you'll get some report cards in the mail and then after that, there's two weeks or so, then you'll get your cheque.

Man: Whoa ... slow down ... I'm not ... I don't get this. I bring this ... I bring these in. I don't get a cheque right away? I have to ...

Clerk: No, no, ... it's usually two months, okay?

Man: Two? ... Why two months?

Clerk: That's just how long it takes, sir, I can't really help you with that.

Man: So I bring ... so I fill this in. I bring you ...

Clerk: That's right.

Man: ... the separation sheets?

Clerk: That's right.

Man: And then you send me a report card?

Clerk: That's right.

Man: And I send that back to you or I drop that off to you?

Clerk: You fill those out, yes, you fill those out, and you can drop it off here or you can send it. That's all there is to it, okay?

Man: Okay, what do I do for cash until then, though?

Clerk: I don't know, sir. I can't help you with that one.

Man: Okay ... and so ... okay, I'll do this ... I'll get this in and ... and you'll send me the report cards, and I'll send them in. That's all I have to do?

Clerk: That's right.

Man: I just sit around the house and wait?

Clerk: I guess so, if that's what you want to do.

Man: It's not really what I want to do, but ... okay ... thank you.

Clerk: You're welcome.

Unit 6. OBLIGATION

Manager: Okay ... Let me just go over your responsibilities here.
Receptionist: Okay.
Manager: You're needed to be here at 8:45 in the morning.
Receptionist: 8:45?
Manager: That's right.
Receptionist: I'm ... I'll be the first one in then?
Manager: You'll be the first one in ...
Receptionist: Oh, okay.
Manager: ... so you're responsible for unlocking and setting up the office ...
Receptionist: Will I get my own keys?
Manager: Yes, you will.
Receptionist: Okay.
Manager: You'll have to turn off the answering machine ...
Receptionist: Okay.
Manager: ... and start operating the phones as soon as you get in. Um. We insist that you, you follow these message forms exactly as they are written out, all right?
Receptionist: Oh. Okay, yes I think I can do that.
Manager: Okay, photocopying, scheduling ...
Receptionist: Photocopying?
Manager: Yes.
Receptionist: Everyone's photocopying? Yourself and Mr. Montgomery, and ...?
Manager: Mr. Montgomery, and also Ms. Ross.
Receptionist: Ms. Ross. Okay.
Manager: Okay ... and our appointments. That's your responsibility.
Receptionist: Everyone's appointments?
Manager: Everyone's appointments.
Receptionist: That's my duty?
Manager: Yes ...
Receptionist: Okay.
Manager: ... make sure that we're not conflicting. We have a master book here, and there's ... there's also ... you know, we have our own individual books and we check in, and ...
Receptionist: Oh, I understand.
Manager: ... and we'll let you know when we're coming into the office if ... if we're going to be out all morning.
Receptionist: Right.
Manager: All right. Ummm. Lunch hour ... you need to be here.
Receptionist: During lunch?
Manager: Yes.
Receptionist: The whole lunch?
Manager: Well ... you can step out and get yourself something, and if you need to take the lunch hour off, just let us know in advance, and we'll cover that for you.
Receptionist: Okay.
Manager: Okay?
Receptionist: All right.
Manager: Um ... what else. You're ... basically, you know. Be good looking when you get here, and, er, with a smile on your face and we'll be very happy.
Receptionist: Yes, that's very important.
Manager: Okay. We'll see you Monday then.
Receptionist: Great, thank you!
Manager: Okay.

Unit 7. OBLIGATION, APPROVAL, DISAPPROVAL

Nurse: So, Mrs. Baxter, how's the baby doing?
Mother: Well, she seems to be doing just fine, from what I can tell.
Nurse: She looks wonderful! And I see she has gained a bit of weight, that's great. It looks like you're doing a wonderful job. But I see here that she didn't get her second shot.
Mother: Oh, she was supposed to have second shots?
Nurse: Yeah, yeah.
Mother: Oh dear, no, I didn't realize. I had no idea.
Nurse: Well, it's really quite necessary, so if you bring her in within this next week you could ... that'll be fine. As long as you bring her in within the week.
Mother: It's not going to affect her?
Nurse: No, no. Um. The last one, okay, no, no, that's fine. If you bring her in within the week.
Mother: Okay, I'm sorry about that ...
Nurse: It's all right, just bring her in, and let's see. How's that diaper rash doing?
Mother: Well, to tell you the truth it's not doing very well. I ... I ... I suppose I should be rubbing in more cream. I don't quite know what to do.
Nurse: Well, you could try ... what you could do is not put the diaper on for a couple of hours.
Mother: Oh!
Nurse: So it doesn't chafe, so if you just, you know, put the cream on, but don't put the diaper on. And then after an hour or so, just you know ...
Mother: So that will work, will it?
Nurse: Mm, you could try that, and if not, then, I'll come and we'll talk about something else.
Mother: All right, I'll try that.
Nurse: Okay. And how's ... how's she ... how's the food? Are you feeding her well? Everything's all right ... ?
Mother: Yes. I'm ... I'm feeding her Pablum and pureed vegetables.
Nurse: Oh, great, that's wonderful.
Mother: Good.
Nurse: And how about sleeping? How's she doing? Sleeping well?
Mother: Um ... yes, she's sleeping right through the night. I think she's sleeping until about 6:30.
Nurse: Oh, great.
Mother: Yeah.
Nurse: Looks like you're doing a wonderful job.
Mother: Yeah.
Nurse: Well, okay, so if you bring her in within this week, we'll see you then.
Mother: Okay.
Nurse: Okay, thank you very much.
Mother: Thank you for coming.
Nurse: Okay.

Unit 8. COMPLAINING, INSISTING

Sarah: Hello, um, is Mr. Tyler there, please? ... Hello, Mr. Tyler, it's Sarah Peterson calling ... Hi, um, listen, I really hate to tell you this, but the heat is gone again ... Yeah, that's right, it's not working at all ... Yeah, I realize you fixed it last week, but it doesn't seem to be working ... Uumm ... Monday ... well ... I don't really think so. This is Friday, so that's two days without heat. I don't really think that's fair ... Yeah, I know it's difficult to get a repairman Mr. Tyler, but ... listen. I have a two-month-old child, and I don't think she should have to put up with this ... No, Mr. Tyler, I will not wait until Monday, okay? ... All right, listen, Mr. Tyler, if you don't call in ... if you don't call in the repairman, I am going to call the health department. I mean it ... Yes, I will, and if that doesn't work, I'll take you to court. ... All right, all right. That's fine, I'll be expecting you tomorrow ... Okay. Thank you very much, I appreciate it ... Bye-bye.

Unit 9. APOLOGIZING

Dentist: Good morning, Miss Phipps, ...

Receptionist: Oh, good morning.

Dentist: ... what time is my appointment with Dr. Jay?

Receptionist: Oh, doctor, I tried to get ahold of him all last night and all this morning. I haven't gotten hold of him yet. I ... I know I was supposed to make that appointment for you, but I ...

Dentist: Aw, heck, don't worry about it. Check the answering machine. He probably left a message.

Receptionist: Oh, my God, the answering machine. I forgot to turn it on last night. I knew there was something I was supposed to do, but we were so busy last night I forgot to turn it on.

Dentist: Well ...

Receptionist: I'm really sorry. Oh ...

Dentist: Look, don't worry about it. Don't worry about it. It's not a big deal.
In the future you'll do that. Uh ... did you at least call my patients and remind them of their appointments today?

Receptionist: Oh, doctor, I don't know how to tell you this, but I wasn't aware that that was part of my duties. No one told me I was supposed to do that. I'm, I'm sorry, I'll get right on it right now. Right away. I'm terribly sorry. This'll never happen again.

Dentist: Oh, I hope not.

Receptionist: I promise.

Dentist: Well, look, just, in the future, if you've got a problem, like, come and ask me.

Receptionist: Oh, certainly.

Dentist: All right?

Receptionist: Thank you, yeah.

Dentist: I'm not an ogre here, I'm not going to ...

Receptionist: All right.

Dentist: Okay.

Receptionist: Thank you.

Dentist: All right.

Unit 10. APOLOGIZING, ANNOYANCE

Jane: What happened to you?
Bob: Look, I'm really sorry. I had to work an extra hour at work.
Jane: Couldn't you have phoned me?
Bob: I wish I'd thought of that, but I didn't. I ...
Jane: My appointment was ten minutes ago. If you would have phoned me, I could have cancelled already.
Bob: I know you were counting on me.
Jane: Look, I'm already late.
Bob: I'm really sorry. There was nothing I could do about it.
Jane: Okay, okay, okay, well, I'm late already, let's just go.
Bob: Look, I promise I'll make it up to you.
Jane: It's okay. These things happen. Let's just go. Okay?
Bob: I'm only human.
Jane: Okay, okay.

Unit 11. ASKING A FAVOUR, REFUSING

Shelly: Trixie?
Trixie: Come in. Hi Shelley, how're you doing?
Shelly: Not too bad.
Trixie: That's good.
Shelly: Listen, I've got a job interview tomorrow. It would ... you'd be doing ... me a great big favour if you could, um, babysit for my kids for about an hour tomorrow ...
Trixie: At what time? What time?
Shelly: ... after school? Well, they get home from nursery school at about 3:30. I should be back by 4 o'clock.
Trixie: I'm sorry, I'm sorry, I can't.
Shelly: Trixie, I'm really stuck. It would only be for an hour.
Trixie: I know but I have an appointment. It will take me about two hours. I have to drive out to Port Coquitlam.
Shelly: Oh, but Trixie, this is a ... a really important job interview.
Trixie: Look, Shelley, I would love to, any other time, believe me, I would do it, but I ... I just can't tomorrow.
Shelly: Are you sure you can't postpone it, maybe, or ...
Trixie: ... I can't.
Shelly: ... just be a little bit late?
Trixie: ... I would love to, but I'm terribly sorry, I ... I just can't.
Shelly: You'd be doing me such a big favour, you know. I... I really need this job. It would be such a good job for me.
Trixie: Why don't you ask the other neighbour, Mrs. Baxter? I'm sure she could.
Shelly: I think she's just a little bit too old, though, you know. I don't think she'd be very good with ... with ... the kids are too young.
Trixie: I wish I could do something, Shelley, but I can't. I'm really sorry.
Shelly: Yeah, I know you would. Thanks anyway.
Trixie: Sure, sorry about that.
Shelly: Yeah, okay. Thanks.

Unit 12. ASKING A FAVOUR, REFUSING

Julie: Dave?
Dave: Mm huh?
Julie: Listen, I really need to ask a favour of you. Umm. Can you take my shift Friday night?
Dave: No, I'm sorry. I can't. I'm going out.
Julie: Oh, you're kidding?
Dave: No.
Julie: Oh, listen. Um. I'm planning my grandparents' silver anniversary, and I am basically the organizer of it, and I really have to be there. Okay. Um ... can't you change your ...
Dave: I ...
Julie: ... can't you change ...?
Dave: ... I wish I could help you, you know, but I ... I've got other plans. Sorry.
Julie: Um ... well, hey, listen! I will take a shift for you some other time. How about I take the Saturday night shift for you, okay?
Dave: No, I've ... I've got to ... I've got to work.
Julie: Um, well, how about Sunday night shift? I'll take two shifts for you. How's that?
Dave: No, I ... I'm not working Sunday, I'm just working Saturday.
Julie: Okay, well listen! Dave, I've never really asked anything from you before, so you know, come on, I mean just this once.
Dave: It's hard enough to get a date, I really ... I really don't want ...
Julie: Ooohh!
Dave: ... to give it up, you know.
Julie: Ooh! I tell you what. Umm. Well, hey, you know, remember that time about two months ago, like, I ... you know ... I took two of your shifts when you asked me to, you know, and I mean ... it's not that ... it's not that hard. I mean I ... I'll talk to your date, okay? How's that?
Dave: You ... you'll talk ...
Julie: Well, come on please. Remember that time I did that for you? This is really important to me.
Dave: All right, okay.
Julie: Thank you, I knew you would!

Unit 13. DEDUCTION, ADVICE

Policeman: And about what time do you think the robbery occurred?
Mr. Smith: Well, Billy came home from Cubs at about 4:30 and he heard a noise in the bedroom, while he was in the bathroom. I suppose he should have gone and looked to see who it was?
Policeman: No, no, that's not a good idea. You never know if these burglars are armed or not.
Mr. Smith: Oh.
Policeman: Sounds like ... what happened was ... your son came home and surprised the burglar, because only things from the bedroom have been taken. The drawers were gone through, and things like that. Do you know how the burglar got in?
Mr. Smith: You know, I've been thinking that perhaps it might have been through the basement door. We've been needing a new lock on it. It's been giving us lots of trouble, and ... I guess it was just that time.
Policeman: Yes. I looked at that door. There were no signs of forced entry. Uh, uh, you really must get a new lock put on that door, tomorrow.
Mr. Smith: Yes, officer, yes, I agree.

Policeman: Have you thought about bars on the basement windows?
Mr. Smith: Bars on the windows, for what purpose?
Policeman: It's very easy to kick in one of those windows, and gain entry that way.
Mr. Smith: Oh? What about just getting a ... an alarm system?
Policeman: Alarm systems can be very costly, but it's a really good idea.
Mr. Smith: Yes?
Policeman: It's worth looking into, yes.
Mr. Smith: Mm huh!
Policeman: A lot of the neighbours round here have dogs. Have you thought about getting a dog?
Mr. Smith: Oh, my wife's terribly allergic.
Policeman: Is she?
Mr. Smith: Yes.
Policeman: That's too bad.
Mr. Smith: So, uh, uh, uh, do you think there would be any chance of us getting any of our valuables back?
Policeman: Did you have your social insurance number engraved on any of the items?
Mr. Smith: Oh, we should have done that.
Policeman: Yeah ... that's ... that's very important. A lot of people are doing that these days. It's a very easy way to trace stolen goods.
Mr. Smith: You know, officer, Billy's stamp collection was taken and he's very attached to it. It's his hobby, and ... we'd really like to get it back. Do you think there's any chance?
Policeman: Well, there is ... there's a good chance of getting the stamp collection back.
Mr. Smith: Hmmm!
Policeman: Do you know anything else that was taken?
Mr. Smith: Well, I could make you a list. I ...
Policeman: Yeah.
Mr. Smith: ... I'm sure.
Policeman: That's a good idea. Make me a list. Give me a call, and uh ... this is your case number.
Mr. Smith: Uh huh.
Policeman: My name and my phone number where you can reach me.
Mr. Smith: Oh, yes.
Policeman: And if you think of anything, phone me. I should be in touch with you in about a week.
Mr. Smith: Very good. Thank you officer.
Policeman: Have a good afternoon.
Mr. Smith: Yes, thank you.

Unit 14. DISAGREEING STRONGLY

David: Well, we finally get to vote on the strike today.
Beatrice: I'm not voting.
David: What do you mean, you're not voting?
Beatrice: I'm not voting.
David: Use your brains, you've got to vote.
Beatrice: Don't tell me to use my brains. I don't want to vote and I have my reasons for it.
David: Come on, you have to.
Beatrice: No, I don't.
David: We all have to vote.
Beatrice: That's ridiculous. I don't want to vote. And my reasons are if we do ... strike, and it doesn't ... nothing happens, then what? Then I lose a job? I've got three kids to ...
David: What do you mean, what do you mean, lose a job? You're not going to lose your job just because you take a vote ...
Beatrice: Look, I can't take that chance.
David: You're protected by the law.
Beatrice: I can't take that chance to lose my ... any kind of income at all. I have three kids to look after.
David: Look at it this way. You got three kids to look after. They're going to give you five cents an hour now and five cents in six months. That is not going to get you any further ahead ... You think ...
Beatrice: Look, I understand your ... what you're trying to do. Put yourself in my shoes, okay ...
David: What does five cents an hour buy your kids?
Beatrice: Put yourself in my shoes, okay.
David: No, put yourself in your own shoes, for a change.
Beatrice: Why are you getting so uptight about this? Why don't you try to be reasonable?
David: I am being reasonable and logical about this. Our wages are way below inflation.
Beatrice: Come on, you're being a bit ridiculous.
David: The workers at the other plant are making a lot ... lot more money than we are.
Beatrice: Look, David, I understand you.
David: We don't get any pay for overtime.
Beatrice: Don't yell at me!
June: Okay, you guys, look. It's time to go, okay?
Beatrice: Let's go, this is ridiculous.
David: Cool it!
Beatrice: You ...

Unit 15. DISAGREEING POLITELY

Julie: So, what do you think of the ... uh ... new highrise that's going up at 14th and Commercial?

Shelley: Oh, yeah, I think it'll be beautiful! It'll be a nice building.

Julie: Do you think so?

Shelley: Mm hum!

Julie: Well, I don't really see it that way myself. I mean, it is going to block out the sun.

Shelley: Oh, yeah, I can see that, for maybe a block around. But I don't think it'll be too bad, don't you think?

Julie: Mmmm. No. The place that's there now, you know, that ... that old historical house, you know. That big brown one, with the gables and everything. It's beautiful.

Shelley: Yeah, yeah, I can understand that, but ... It is a little bit old.

Julie: Yeah ... I suppose it is, but ...

Shelley: The plumbing is probably shot in it anyway.

Julie: Yeah, I guess, but, you know, I mean. I think it's worthwhile to fix it up, don't you think? I mean, compare that to an apartment building, and ...

Shelley: Yeah, but think about ... think about it this way. You could move into that apartment and you ... it would be way better than this. You'd probably pay the same rent and have a much ... you'd have a pool ...

Julie: Yeah ...

Shelley: Maybe a sauna, wouldn't that be great, don't you think?

Julie: Mmmm, yeah, that would be nice, yeah, that would be nice, but, I kind of like the old stuff, you know. I'm kind of partial to the sort of homey feeling myself.

Shelley: Oh yeah, yeah, that's you.

Julie: Yeah, I guess it is.

Shelley: I can understand that.

Julie: But I mean, I realize, yeah I see that there's a shortage in housing and everything.

Shelley: Yeah, there sure is!

Julie: But ... still, I don't know. I like Vancouver with its old houses and stuff. I think ... I think these highrises are really going to destroy the whole atmosphere, you know.

Shelley: Well, Julie, yeah, I guess you can ... I guess you can say that. But ... you really have to expand.

Julie: Yeah, yeah, I suppose ...

Shelley: You've got to think of the future of ... of the city.

Julie: Yeah.

Shelley: I mean, it would be much better ... they'll put in ... they'll put in a new shopping mall, probably, and the property values will go sky high. It'll be great.

Julie: Yeah, maybe, maybe. You know what we should do, though. We should go down there when it's built and we should take a look at some of the rooms and see what they're like.

Shelley: Yeah, I'd love to do that.

Julie: Yeah, let's make a date, okay?

Shelley: Sure, let's do that.

Julie: Okay.

Shelley: And we'll find out.

Julie: Great!

Unit 16. BLAMING, DENYING BLAME, ASSERTING ONESELF

Boss: Eddy, Eddy, Eddy, we got a problem. Mr. Sortino called. His car is supposed to be ready by noon. It's not done. What's going on?

Mechanic: Yeah ... you told me to change the oil.

Boss: Well, I did tell you to change the oil. You could have done that earlier this morning.

Mechanic: But wait a second. You told me to change your wife's snow tires this morning.

Boss: You've always got an excuse for everything, don't you? Look, look! Mrs. Sprostokovich calls ... her engine's still missing.

Mechanic: You can't blame me for that. That was Joe's work. Joe did that work.

Boss: You're blaming Joe for everything. Now look, there's grease on the steering wheels, eh. Now ...

Mechanic: You know I didn't do that. You know I always clean my hands off before I drive a car.

Boss: Yeah, you clean your hands. You've always got something to say to me, don't you Eddy?

Mechanic: Well, you can't blame me for everything.

Boss: Well, Eddy, we're a busy, busy place. We got a business running here, and I expect things from you.

Mechanic: We need more mechanics because it's busy.

Boss: We need more mechanics! Well, what do you, what do you think, I'm Midas here? Do you think I got money to pay everybody?

Mechanic: One more mechanic would take the backlog.

Boss: One more mechanic, eh, like who guy who came in yesterday, like your brother-in-law?

Mechanic: He wasn't my brother-in-law, and you know it.

Boss: Yeah, yeah, yeah.

Mechanic: Give me a chance.

Boss: Eddy, I'm giving you a chance. You get that stuff done that I just told you about, and you get it done fast, all right?

Mechanic: All right! But stop lecturing me ...

Boss: All right and get to work!

ANSWER KEYS

Unit 1. SMALL TALK: OLD FRIENDS

First Viewing

1. They talk about:
   a. their jobs
   b. their families
   c. a mutual friend
   d. getting together again

Second Viewing

1. "Long time no see."
2. Bill works for CKVU.
   Al manages an Esso station.
3. She has just graduated from nursing.
4. He's going bald. In other words, he's losing his hair.
5. They are going to have a drink and see a game.

Additional Questions

1. They probably won't, because they haven't made a definite date.
2. They are in very different occupations. However, usually someone who wears a jacket and tie is aspiring to a managerial position in a company. In contrast, the other man is dressed very casually and by combing his hair in public shows that he doesn't have many social graces and thus his advancement in the company may be limited.
3. He moves his head and looks away until he suddenly gets an idea of what to say.
4. This is a matter of opinion but Bill seems to be impressed and a little uncomfortable. Maybe he realizes, more than he did at the beginning of the conversation, that they have very different lives.

Exercise Two

This is a sample conversation. There are other possible answers.

A. Hi, Bob. Haven't seen you for a long time.
B. Yes, it's been ages.
A. Nice to see you. Do you still play tennis?
B. Yes, I still play tennis once a week.
A. Oh, good for you. I stopped when I hurt my knee. Say, how's your wife?
B. Oh, she's fine. We're having a baby.
A. That's nice, that's nice. Are you still working at the same place?
B. Yeah, I've been working there five years now. How about you?
A. I just started my own business. A printing shop. Hey, we should get together sometime.
B. Yes. We **should** get together. I'll give you a call.
A. Good. Well, I have to run.
B. Yes, me too. My wife's waiting for me.
A. Well, bye. It was nice talking to you.

Units 2A & 2B. SMALL TALK: STRANGERS

First Viewing, 2A

1. No
2. Yes
3. No

Second Viewing, 2A

1. "Excuse me, could I sit here?"
2. a. She doesn't look at him.
   b. She turns away.
   c. She only answers "yes" or "no".
3. He moves his food away from her and stops talking.

First Viewing, 2B

1. No
2. Yes
3. Yes
4. They are in a student cafeteria.

Second Viewing, 2B

1. They have just spent a lot of time in a line-up (to register, to buy books, to get a student card).
2. They talk about:
   a. how busy it is,
   b. their courses,
   c. the food.
3. She says she has to get to class.
4. She looks directly at him.
5. a. She nods.
   b. She asks questions.
   c. She keeps saying "M,hmm, Mmm, Hm."

Additional Questions

1. In this situation, it's fine.
2. Probably not. No. He is just being friendly. All of his remarks are impersonal.

Unit 3. SMALL TALK: A SOCIAL EVENT

First Viewing

1. They are at a wedding.
2. No

Second Viewing

1. They talk about:
   a. the people they know
   b. the hall
   c. the bridesmaids' dresses
   d. the food
2. She is allergic to ham.
3. They don't look at each other very much. They laugh too much.
4. One woman is going to join her boyfriend. The other woman is going to get a drink.

Additional Questions

1. They end the conversation because they have run out of things to say and they are embarrassed.
2. These are examples of what she might have said:
   a. Excuse me. **I really should** join my boyfriend.
   b. Oh. There's my boyfriend. **I guess I'd better join him.** I told him I'd be right back.
   c. **It's been nice talking to you but** my boyfriend's waiting for me. I'd better go.
3. There are many possible replies, such as:
   No, I don't think so. I can't imagine where.
   Well. Could it be work? I work at _____.
   Could it be school? I study at _____.
   It might be church. I go to _____.
   If you don't recognize the person at all, you would probably make the first response. It is polite, protects your privacy and doesn't encourage the other person to continue the conversation. However, if you would like to continue the conversation or think you might have met, one of the other responses would be appropriate.

Exercise Two

1. strangers
2. old friends
   family
3. close friends
4. casual acquaintances
5. strangers
   casual acquaintances
6. strangers
7. family
   close friends
8. strangers
9. strangers
10. family
    close friends (usually to a boyfriend or girlfriend or an older person to a much younger person)
11. strangers
12. strangers
13. casual acquaintances
14. close friends
    family

Unit 4. INSTRUCTIONS, CLARIFICATIONS

First Viewing

1. He's teaching him how to use the microwave.
2. Yes. He demonstrates to his boss that he can use the microwave.

Second Viewing

1. a. Open the door.
   b. Put the food in.
   c. Select the power level and press the button.
   d. Select the time and press the buttons.
   e. Press start.

Additional Questions

1. a. "You follow me?"
   b. "Are you with me?"
2. a. "Oh, I see."
   b. "Right."
   c. "All right."
   d. "Okay."
   e. "Yes, I understand."
   f. "I'm following you."
   g. "Mm huh."
   h. "I'm clear about that."
3. a. "I didn't catch that."
   b. "How did you get that?"
4. He seems to lack self-confidence. He hunches his shoulders and has a worried expression on his face, even though the instructions are quite simple.

Exercise Two

This is a sample conversation. There are other possible answers.

Clerk: Okay, the tape is in the machine now. If this light is flashing, it means you have a message.
Customer: Well, then what?
Clerk: You press this button to play your messages.
Customer: Sorry, I didn't catch that.
Clerk: Okay, I'll show you again. You just press this button. Is that clear?
Customer: Yeah, I've got it. Then, what do I do if I want to hear it again?
Clerk: That's easy. You press this button. Are you with me?
Customer: Yeah. I'm following you. Now, how do I get rid of the old messages and set it up again before I go out?
Clerk: Well, when you press this button, it automatically rewinds.
Customer: Let me get this right. Before I go out, I press this button and it automatically rewinds.
Clerk: Right. You got it.
Customer: Okay. Thanks.

Unit 5. INSTRUCTIONS, CLARIFICATIONS

First Viewing

1. They are at a Canada Employment office.
2. He is trying to get unemployment insurance benefits.
3. No.
4. The woman's manner indicates boredom, lack of interest, and impatience.
5. a. She is busy doing something else.
   b. She gives very short answers.
   c. A lot of the time, she doesn't look at him while she is talking to him.

Second Viewing

4 Receive the report cards in the mail.
2 Get his separation slip from his employer.
5 Fill in the report cards.
6 Wait for the U.I.C. cheque.
1 Fill in a U.I.C. form.
3 Give the separation slip to the U.I.C. office.

Additional Questions

1. He feels annoyed and frustrated.
2. No. She is not **trying** to help him. He has to **pull** the information out of her.
3. Here are some possible reasons:
   She doesn't like her job.
   She feels superior to him, probably because he's unemployed.
   She has dealt with too many difficult and unhappy people.
   She's just an unpleasant person.
4. He keeps asking questions until he gets the information he needs.
5. He leans over the counter, which isn't very polite.

Unit 6. OBLIGATION

First Viewing

1. She has already been hired.
2. He's explaining her duties.
3. She is a receptionist. She will be doing general office work.

Second Viewing

1. She has to:
   a. open up the office in the morning
   b. answer the phone
   c. take messages
   d. do the photocopying
   e. schedule appointments

Additional Questions

1. Refer to the FUNCTIONAL LANGUAGE list on page 44.
2. No, it's not an appropriate remark. He really meant to say "Be well-groomed and friendly to the public.", but he phrased it badly.
3. Any questions about your age, marital status, religion, politics, sex and family planning are inappropriate and in some cases illegal.

Exercise Two

This is a sample conversation. There are other possible answers.

Mother: Let me explain what you'll have to do. You'll have to feed the baby around 3 o'clock.
Babysitter: Is the bottle all ready?
Mother: Yes, it's in the fridge but make sure that you heat it up.
Babysitter: Fine, I know how to do that.

Mother: You need to change his diaper often.
Babysitter: Okay, I'll do that.
Mother: You're responsible for getting supper ready for the other two children. It's all ready in the fridge.
Babysitter: Am I expected to do the dishes?
Mother: No, no, don't worry about that, but it's your responsibility to make the children go to bed at 8:30.
Babysitter: Am I supposed to read them a story?
Mother: Only if you'd like to. However, we insist that the children brush their teeth before bed.

Unit 7. OBLIGATION, APPROVAL, DISAPPROVAL

First Viewing

1. The woman wearing a coat is a nurse.
2. The baby is healthy.

Second Viewing

1. They talk about:
   the baby's weight
   the baby's diet
   inoculations
2. The problems are:
   The baby needs another inoculation.
   The baby has a rash.

Additional Questions

1. No. In Canada, generally public health nurses visit mothers with new babies.
2. She seems to appreciate it. Her body language suggests that she's quite happy and relaxed, even though she doesn't talk very much.
3. "She looks wonderful."
   "You're doing a wonderful job."
   "Oh great. That's wonderful."
   "Looks like you're doing a wonderful job."

Unit 8. COMPLAINING, INSISTING

First Viewing

1. She's phoning her landlord.
2. The heat has gone off.
3. Yes.
4. Yes. He's coming the next day.

Second Viewing

1. It's Friday.
2. At first he says he'll come on Monday.
3. It's difficult to get a repairman.
4. She has a 2-month-old baby. It's too cold for the baby.
5. She threatens to:
   a. call the health department
   b. take him to court
6. He agrees to fix the problem the following day.

Additional Questions

2 She acknowledges what he has already done but repeats her complaint.
6 She threatens him.
1 She apologizes for complaining and states her complaint.
4 She acknowledges his problem but restates her complaint.

8 She accepts his offer to fix it the next day and stresses the fact that she expects him to keep his word.
3 She rejects his suggestion because it's unfair to her.
7 Her threats escalate. (She makes a second, stronger threat.)
5 She gives a reason for insisting on getting what she wants.
9 She thanks him.

Exercise Two

This is a sample conversation. There are other possible answers.

Sarah: Hello, um, is Mr. Tyler there please?
Mr. Tyler: This is Mr. Tyler speaking.
Sarah: Hello, Mr. Tyler, it's Sarah Peterson calling ...
Mr. Tyler: Hello.
Sarah: Hi, um, listen, I really hate to tell you this, but the heat is gone again ...
Mr. Tyler: Oh. You don't have any heat?
Sarah: Yeah, that's right, it's not working at all.
Mr. Tyler: But I fixed it last week.
Sarah: Yeah, I realize you fixed it last week, but it doesn't seem to be working ...
Mr. Tyler: Well, I'll send someone to look at it on Monday.
Sarah: Uumm ... Monday ... well ... I don't really think so. This is Friday, so that's two days without heat. I really don't think that's fair.
Mr. Tyler: Well, you'll just have to wait until Monday. It's difficult to get a repairman on the week-end.
Sarah: Yeah, I know it's difficult to get a repairman Mr. Tyler, but listen. I have a two-month-old child, and I don't think she should have to put up with this.
Mr. Tyler: Well, you'll have to wait until Monday.
Sarah: No, Mr. Tyler, I will not wait till Monday, okay?
Mr. Tyler: Well. I'm not going to do anything about it until Monday. I'm busy...
Sarah: All right, listen, Mr. Tyler, if you don't call in a repairman, I am going to call the health department. I mean it.
Mr. Tyler: Come on. You won't do that.
Sarah: Yes, I will, and if that doesn't work, I'll take you to court.
Mr. Tyler: What! I'll try to send someone tomorrow.
Sarah: All right, all right. That's fine I'll be expecting you tomorrow. Okay. Thank you very much, I appreciate it.
Mr. Tyler: Bye.
Sarah: Bye-bye.

Unit 9. APOLOGIZING

First Viewing

1. They are in a doctor's or dentist's office.
2. She's a receptionist.
3. No.

Second Viewing

1. a. Problem: She didn't make an appointment for him with Dr. Jay.
   Reason: She couldn't get ahold of him.
   b. Problem: She forgot to turn on the answering machine.
   Reason: She was so busy she forgot.
   c. Problem: She didn't call the patients.
   Reason: She didn't know she was supposed to do that.
2. He tells her to come and ask him for help if she has a problem.
3. b. a very short time. She is not aware of one of her major duties, phoning the patients to remind them of their appointments.

Additional Questions

1. He **shows** that he doesn't consider her an equal in these ways:
   a. He sits on her desk.
   b. He often doesn't look at her when he speaks to her.
   c. He sometimes has his back to her.

Exercise Two

These are sample conversations. There are other possible answers.

1. Employee: I'm really sorry I'm late, but my car broke down.
   Boss: Don't worry about it.
2. Friend: I don't know how to tell you this, but I scorched your blouse while I was ironing it. Let me buy you a new one.
   Roommate: That's okay. These things happen.
3. Man: I'm really sorry about the mixup. I completely forgot I was supposed to meet you at the bank instead of inside the store.
   Other Man: Never mind. It really doesn't matter.
4. Driver: I really hate to tell you this, but I put a dent in your fender. I'm glad I didn't hit you really hard.
   Other Driver: Well, these things happen.
5. Friend: I don't know how to tell you this, but I spilled my coffee on your rug.
   Friend: Don't worry about it. It's not a big deal.
6. Friend: I didn't mean to, but I broke your favourite dish. I'm so clumsy.
   Friend: Don't blame yourself. These things happen.
7. Woman: I feel terrible about this, but I lost your book. I've looked everywhere for it. I'll buy you a new one.
   Friend: Never mind. It really doesn't matter.
8. Moving Man: I'm not exactly sure how to tell you this, but Joe and I dropped that dresser. You know, that big one that used to have a nice mirror? Well, it doesn't now. I'm really sorry.
   Customer: Everyone makes mistakes. The insurance will cover it.
9. Son: Oh, Mom, I feel really terrible about this, but I haven't got a birthday present for you yet. But, I've got something picked out.
   Mother: Never mind. You do this every year.
10. Husband: No one told me that I was supposed to pick up the dry cleaning. I'll do it tomorrow.

Wife: Don't worry about it. I'll get it. I'm going right by the place tomorrow morning.

Unit 10. APOLOGIZING, ANNOYANCE

First Viewing

1. The man is late so she is late for her appointment.
2. He's giving her a ride

Second Viewing

1. He had to work late.
2. He should have phoned.
3. Yes. Even though she says it's okay, her tone of voice indicates she's very angry.

Additional Questions

1. See FUNCTIONAL LANGUAGE page 70.
2. They are brother and sister.
3. She expresses her anger very aggressively. She's not polite about it even though he is doing her a favour. With someone she doesn't know so well, she probably would have been more polite.
4. He knocks on the door.
5. He says, "I'm only human." This means that no human being is perfect. People make mistakes.

Exercise Two

John: Gee, it's strange that the mechanic from the garage didn't phone.
Mary: Oh, he phoned yesterday. I'm really sorry I forgot to tell you.
John: I've been waiting for my car for two days. Couldn't you have written down the message?
Mary: I wish I'd thought of that. I forgot about the message as soon as I hung up.
John: I really wish you had told me. Now I can't pick up the car till Thursday.
Mary: Thursday! I'm sorry. I know I've made a mess of things. I'll try to remember to write things down next time.
John: You'd better try. You're terrible about messages.

Michael: We've run out of gas.
George: What? We passed a gas station a few miles back. Why didn't you fill up?
Michael: I didn't think of it when we passed that gas station. I'm really sorry.
George: You were supposed to put gas in the car last night.
Michael: I know you were counting on me to do that last night but I forgot. Gosh, there is no one on this road.
George: We'll be here forever. We'll miss the wedding!
Michael: Yes, we might miss it. I feel terrible about this. I know you were expecting me to get gas.
George: I certainly was. You've really made a mess of things.
Michael: I promise, I'll make it up to you.
George: Oh, well (sigh). What's a wedding!

Unit 11. ASKING A FAVOUR, REFUSING

First Viewing

1. She wants her neighbour to babysit.
2. She has a job interview.
3. The neighbour has an appointment.
4. Yes, she would.

Second Viewing

1. She suggests she ask another neighbour to babysit.
2. The other neighbour is too old.

Additional Questions

1. a. "You'd be doing... me a great big favour if you could, um, babysit for my kids for about an hour tomorrow..."
   b. "It would only be for an hour."
   c. "This is a really important job interview."
   d. i) "Are you sure you can't postpone it."
      ii) "Could you just be a little late?"
   e. "You'd be doing me such a big favour, you know. I really need this job. It would be such a good job for me."

Exercise Two

1.	at home	husband and wife
2.	at work	co-workers
3.	anywhere	friends, brothers, girlfriend/boyfriend, wife/husband
4.	at home	brothers, friends
5.	in a restaurant or store	co-workers
6.	at a movie or an outdoor event	strangers
7.	at work	employee/boss
8.	on a highway	strangers
9.	at his girlfriend's home (on the couch)	girlfriend/boyfriend

Unit 12. ASKING A FAVOUR, REFUSING

First Viewing

1. She wants him to work for her Friday night.
2. He has a date.
3. She keeps trying.
4. Yes, she does.

Second Viewing

1. She is organizing a party to celebrate her grandparents' wedding anniversary.
2. a. She offers to work his shift in exchange.
   b. She offers to work two of his shifts in exchange.
3. She worked two of his shifts.

Additional Questions

1. She wrings her hands. Also, she puts herself in a lower position physically so that she is looking up at him while pleading for his help.
2. 4 She makes a better offer. She tries to bribe him.
   2 She gives a reason for asking.
   1 She asks for a favour.
   6 She reminds him of a favour she did for him.
   3 She offers to do something in exchange.
   5 She makes him feel guilty about not doing what she wants.
3. She's gloating which is not considered polite. Most people would just thank him.
4. Usually you don't ask a co-worker to change shifts unless it is **extremely** important. Some acceptable reasons might be a court apperance, or an important family event such as a funeral, a graduation, and a major illness.

Exercise Two

This is a sample conversation. There are other possible answers.

Bob: I really need to ask a favour of you. C uld you help me move Saturday?

Alan: Oh, I'm sorry. I can't. I'm busy that day.

Bob: Can't you change your plans. My brother was going to help but he broke his leg.

Alan: I'm afraid I can't. My wife wants me to help her that day.

Bob: I really need your help. I'm really stuck. I'll help you fix your car next week-end.

Alan: I wish I could help you, but my wife needs my help. I don't want to upset her.

Bob: Oh, come on. I've never asked you for anything before.

Alan: Yes, you're right. You've never asked for help before.

Bob: Look. Remember when I drove your wife to the hospital.

Alan: Yeah, yeah, I remember. You **did** drive my wife to the hospital when I was out of town. Oh, I guess I could help you move. My wife'll understand.

Bob: Gee. Thanks a lot. I knew I could count on your help.

Unit 13. DEDUCTION, ADVICE

First Viewing

1. They are at home.
2. A burglar was in the house when their son came home in the afternoon.
3. Yes.

Second Viewing

1. He was in the bathroom
2. The burglar might have had a knife or a gun and hurt the boy.
3. Things were taken from the bedroom.
4. The policeman said, "There were no signs of forced entry."
5. He told them to:
   a. put bars on the basement windows.
   b. get a dog.
6. The woman is allergic to dogs
7. He says they are good but expensive.
8. The policeman said, "Did you have your SIN engraved on the items? It is a very easy way to trace stolen goods."
9. It was his son's stamp collection. It probably wasn't valuable.
10. They look young. Also, their son has just come home from Cubs, which is an organization for boys aged 8 to 10.
11. They have to make a list of the things which were stolen.
12. The policeman gave them:
    a. his name and phone number
    b. a case number
13. The policeman is friendly and helpful.

Additional Questions

1. He is sitting down with them in their own home and his posture is very informal. He's not blaming them in any way and he's trying to be helpful by offering suggestions.
2. She doesn't say anything. This is a matter of opinion but she seems very dependent on her husband. Maybe the robbery frightened her.
3. They need a case number for two reasons. It makes it easier when they phone the police station again and they have to have a case number when they make an insurance claim. It proves to the insurance company that they really have had a robbery.

Exercise Two

These are some possibilities. There are other correct answers.

1. You might have left them in the other house.
   Chances are you left them in the other house.
   The box could have fallen off the truck.
   I'll bet the movers took them.
2. The battery must be dead.
3. She might have insulted them.
   She probably told them not to phone.
4. He might not have liked the house.
   Chances are it was too expensive.
5. I guess they had a big fight.
   He could have met another girl.
6. She might have seen him out with another girl.
   I'll bet he stood her up.
7. I wouldn't be surprised if someone else is feeding him.
   He might be at the SPCA.
8. He must be sick.
   He could have found a job.

9. There might have been a rock slide.
   I'll bet his car broke down.

There are many other possible answers.

Unit 14. DISAGREEING STRONGLY

First Viewing

1. They are discussing the strike vote.
2. He wants her to vote.
3. She's afraid of losing her job because she has three children to support.

Second Viewing

1. Her right to vote is protected by law.
2. The man's complaints are:
   a. The wage increases have been below the rate of inflation. He says, "Our wages are way below inflation."
   b. The workers at the other plant are making more money.
   c. They don't get any pay for overtime.

Additional Questions

1. Refer to the FUNCTIONAL LANGUAGE on page 98.

Exercise Two

This is a sample conversation. There are other possible answers.

Susan: When are you going to do those dishes? It's your turn and they've been there for hours.
Donna: I'm going to do them in the morning. I'm too tired now.
Susan: What do you mean you're not doing them now? You have to do them now.
Donna: No, I don't. I'll do them in the morning.
Susan: Come on, I know you. You won't do them in the morning either.
Donna: Don't yell at me.
Susan: I'm **not** yelling!
Donna: Well, why are you getting so upset about this?
Susan: I'm not getting upset. I just like a clean kitchen. We'll have mice and cockroaches if you don't clean up.
Donna: That's ridiculous.
Susan: Ridiculous, ridiculous! I'm going to bed.

Unit 15. DISAGREEING POLITELY

First Viewing

1. A high-rise apartment building is being built.
2. It will replace an old house.
3. No.
4. No. They state why they disagree with each other, but they continue to be friendly and polite.

Second Viewing

1. The advantages are:
   a. The plumbing will be better.
   b. You may get a pool or a sauna for the same rent.
   c. It will help the housing shortage.
   d. Property values in the neighbourhood will go up.
2. "The plumbing is shot" means the plumbing is very old and doesn't work properly and everything really needs to be replaced.
3. She says:
   a. It will block out the sun.
   b. The old house is beautiful.
   c. The old house is homey.
   d. The high-rise will destroy the atmosphere of the neighbourhood.
4. They agree to go and look at the apartments in the building after it's been built.

Additional Questions

1. a. "I can see that .... but ...."
   b. "I can understand that ..."
   c. "I suppose it is but ..."
   d. "That would be nice but ..."
   e. "I guess you can say that but ..."

Exercise Two

This is a sample conversation. There are other possible answers.

1. A. You know, people in Vancouver don't work very hard.
   B. That may be true but they really know how to enjoy their leisure time.
2. A. That dress is so cheap you really should buy it. It would look great on you.
   B. You may be right but I really don't need a new dress right now.
3. A. Canadian teenagers are so rowdy.
   B. I guess they are but I admire their independence.
4. A. Vancouver sure has a lot of drunks.
   B. I don't see it that way myself. It depends what areas you are in.
5. A. My boyfriend's going to move in with me next week. Isn't that great?
   B. I suppose it is but what will your mother say?
6. A. I borrowed another $10 from my brother and I never pay him back. He's such a soft touch.
   B. I guess you can say that but he probably doesn't like you very much.
7. A. He's never going to marry her.
   B. I see what you mean but they seem to enjoy going out together.
8. A. I think it's awful that those people are on strike. It's so inconvenient.
   B. Think about it this way. They don't get paid very much.
9. A. I don't see how she can go out with him. He's so rude to her friends.
   B. That's true but some of them are really crazy.
10. A. I don't know how he can stand working there. It's so noisy and dirty.
    B. I don't think it'd be too bad. The pay is reasonable.

Unit 16. BLAMING, DENYING BLAME, ASSERTING ONESELF

First Viewing

1. They are at a garage.
2. a. Eddy is a mechanic.
   b. The boss is probably a mechanic too.
3. He's complaining about Eddy's work.
4. No, he doesn't.
5. He stands up for himself. He defends himself.
   He refuses to accept blame for everything.
   He suggests a way to solve the problem.

Second Viewing

1. His car is not ready.
2. He told him to change the oil.
   He told him to change his wife's snow tires.
3. The engine is missing.
4. There is grease on the steering wheels.
5. He suggests hiring another mechanic.
6. He defends himself by saying:
   The boss didn't tell him to do that
   They are short of mechanics.
   They didn't get the part in time.
   The boss told him to do something else.
7. He doesn't have enough money. He says, "What do you think, I'm Midas here?"
8. There's something wrong with the timing so the engine doesn't run smoothly.

Additional Questions

1. They know each other quite well. An employee who didn't know his boss so well probably wouldn't tell his boss how to run things. For example, he says, "Hire another mechanic."
2. He has probably worked there quite a long time as he seems to be familiar with the problems in the garage.
3. He seems excitable but kind. He never threatens to lay Eddy off so the expression "his bark is worse than his bite" probably fits him.
4. Probably. For example, he seems to be careful about things as he always cleans off his hands and even the boss agrees that he does. However, he might be slow.
5. Yes, because the criticism was not fair. He had good reasons for not doing some of the work and he was not responsible for the other work.
6. It really means he's not taking their remarks about the brother-in-law very seriously.
7. They don't swear even though they're both angry and they know each other quite well.

Exercise Two

These are sample conversations. There are other possible answers.

1. Mother: You didn't clean up the kitchen last night.
   Daughter: You can't blame me for that. That was Mary's job.
2. Boss: You didn't lock up when you left.
   Employee: Don't blame me. I wasn't the last one to leave.
   Boss: You've always got an excuse for everything.
3. Boss: You didn't turn off the electric typewriter.
   Employee: You told me to leave it on because you were going to use it.
4. Wife: There's dirt all over the rug. You never wipe your feet.

	Husband:	You know I didn't do that. You know I always wipe my shoes.
5.	Friend:	You're late again.
	Friend:	It's not my fault because the traffic was terrible.
6.	Mother:	You broke the window again.
	Child:	I couldn't help it. Billy threw the ball too fast to catch.
7.	Wife:	You lost your keys again? You're always losing your keys.
	Child:	That's not true. I only lost them once before.
8.	Husband:	We've missed the ferry. It's your fault.
	Wife:	That's unfair. I was ready as soon as you were. You can't blame me for everything.
9.	Mother:	You put my good wool sweater in the dryer and it shrank! How could you do that?
	Daughter:	Give me a chance. I was only trying to be helpful.
10.	Mother:	How could you come to the restaurant wearing jeans? I know you had to work but you knew I wanted you to dress up for grandma's birthday.
	Son:	That's not fair. It's not my fault I had to work overtime.

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*The starred items are particularly useful.

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